

EDUCATIONAL RESOURCES INFORMATION CENTER

March 1977

Volume 12 Number 3



resources

in

education

ED 129 970-131 180

RESOURCES IN EDUCATION

A monthly abstract journal announcing recent report literature related to the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

Organization of Journal. **RESOURCES IN EDUCATION** is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author
Institution

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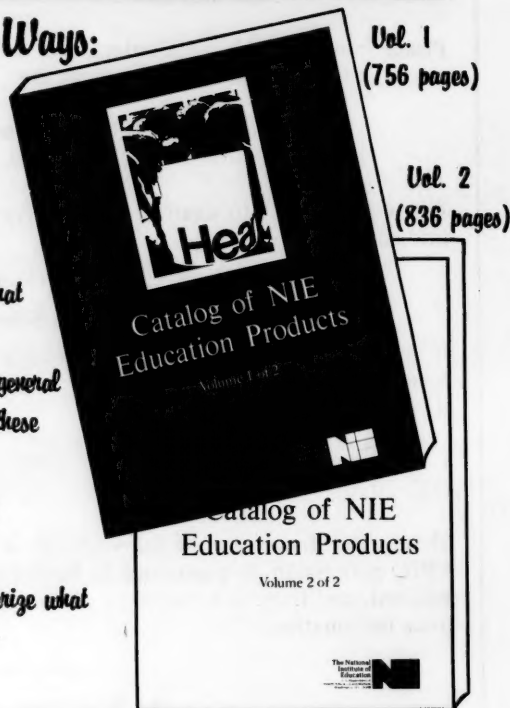
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Volume 12 Number 3 March 1977

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Introduction

Resources in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

ERIC Accession Number — identification number sequentially assigned to documents as they are processed.

Author(s) — **ED 654 321** 56 **CE 123 456** — **Legislative Authority Code** for identifying the legislation which supported the research activity (when applicable).*

Title — **Smith, John D.** *Johnson, Jane* — **Clearinghouse accession number.**

Organization where document originated. — **Career Education for Women** — **Sponsoring Agency** — agency responsible for initiating, funding, and managing the research project.

Date published. — **Central Univ., Chicago, Ill.** — **Report No.** — assigned by originator.

Contract or Grant Number — only NIE or USOE contracts or grants are recorded. — **(IDHEW), Washington, D. C.** — **Descriptive Note** (pagination first).

Alternate source for obtaining documents. — **Report No. — CU-2081-S** — **Descriptors** — subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

EDRS Price — price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above. — **Identifiers** — additional identifying terms not found in the **Thesaurus of ERIC Descriptors**.

Informative Abstract.

Abstractor's initials.

<i>Code</i>	<i>Description</i>	<i>Code</i>	<i>Description</i>
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V. Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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CE

ED 129 970 CE 005 159

Nolan, Burton F. Moore, Lorraine O.
Who? Where? Why? Career Guidance, Counseling and Placement: A Developmental Self-Concept Approach.

Minnesota State Dept. of Education, St. Paul. Div. of Instruction.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Career Awareness, Career Education, Cognitive Development, Counselor Role, Elementary Secondary Education, Guidance Counseling, Guidance Programs, *Learning Activities, Models, *Occupational Guidance, Perception, Personality Development, Program Guides, Resource Guides, *Self Concept, Student Placement, *Vocational Counseling, *Vocational Development

Identifiers—Minnesota

Career development is approached in this guide for counselors through a self-concept model which focuses on the individual's perceptions of experiences in relation to exploring various occupations and careers. Chapter 1 is devoted to theoretical considerations involving a self-concept approach and the implications of this approach to career development. Chapter 2 outlines some vehicles that counselors and others may use to implement the self-concept model of career development through the use of suggested activities included in the remaining two chapters. Various exercises and activities in career development are presented for students at different age levels incorporating the assessment, awareness, and action phases of the self-concept model of career guidance counseling, and placement (12-15 activities for each level: Primary, Intermediate, Junior High, and Senior High). Guidelines are suggested for the participation of the educational staff, parents, and community in order to formulate a relationship between the educational and career aspects of life. Each chapter may be used as a single unit or combined depending on the need, time element, and other considerations influencing the user. A bibliography is included and discussions of psychological and sociological considerations of career counseling are appended. (TA)

ED 129 971 CE 007 375

Long, James S., Ed. Boshier, Roger, Ed.
Certification, Credentialing, Licensing and the Renewal Process. Proceedings of a Conference Sponsored by Northwest Adult Education Association, Washington Continuing Education Association, ERIC Clearinghouse in Career Education (Seattle, Washington, February, 1976).

Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education; Northwest Adult Education Association; Washington Continuing Education Association.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Note—53p.; Pages 47 through 50, containing lists of conference registrants, will not reproduce well due to small type

Available from—Richard Harris, Continuing Education Center, Grays Harbor College, Aberdeen, Washington 98520 (\$5.00, payable to "NWAEA Publications")

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Accreditation (Institutions), *Adult Education, Bibliographies, *Certification, Conference Reports, Educational Improvement, *Educational Needs, Health Occupations, Higher Education, *Professional Continuing Education

Identifiers—Washington

Issues concerned with the certification of continuing education are addressed in this report. Topics of the keynote addresses are (1) Compulsory Continuing Education for Professionals, or The Gold Rush of '76, and (2) The Mystique of Certification, Education and Professionalism: In the Service of Whom? Panel presentation topics include: (1) Continuing Education and Licensure in the Health Professions, (2) A Proposal for Relicensing Physicians in Washington, (3) Accreditation Process in Higher Education, and (4) The Need for Continuing Education and Skill Upgrading in the Electrical Trades. Each of the addresses and presentations contains an abstract. Questions, answers, and reflections related to certification are presented under the conference theme topic. The annotated bibliography on Certification, Credentialing, Licensing and the Renewal Process, constituting approximately half of the document, reflects the needs of the conference and the larger audience of adult educators. Information about additional conference sessions and other professional areas, and a postscript are included. (WL)

ED 129 972 CE 007 506

Zinn, Lorraine M.
Adult Basic Education: Literature Abstracts in Staff Development, 1965-1975.

Missouri Univ., Kansas City. Center for Resource Development in Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 75

Grant—OEG-73-5213

Note—118p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Abstracts, *Adult Basic Education, *Adult Education, Resource Materials, *Staff Improvement, Staff Role

Identifiers—Missouri

This document contains 404 abstracts relating to pertinent aspects of staff development in adult education, and should be useful as a resource for adult educators, graduate students in adult education, staff development personnel, and decision makers at all levels of adult basic education staff development. Materials cited are those not easily located through usual research procedures, and which relate to staff engaged at the local level (e.g. program directors, teachers, paraprofessionals, volunteers, and educational specialists). Materials are classified according to several broad categories and are numbered sequentially. Each abstract includes the author(s), title, source, and an ED (ERIC Document) number. Instructions for locating the original document, and an author/institution index are also provided. (WL)

ED 129 973 CE 007 520

Kilwein, Roger And Others
Business, Office, and Distributive Education for North Dakota Secondary Schools.

North Dakota State Board for Vocational Education, Bismarck; North Dakota State Dept. of Public Instruction, Bismarck.

Pub Date 72

Note—256p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*Business Education, *Course Descriptions, *Course Objectives, Curriculum Guides, *Distributive Education, *Learning Activities, *Office Occupations Education, Secondary Education, State Curriculum Guides, Teaching Guides, Vocational Education

Identifiers—North Dakota

This curriculum guide has been prepared to help teachers and school administrators in planning an adequate program in the business, office, and distributive education area. It also provides, for students and teachers, a new guide and outline of necessary groups of disciplines in their areas of interest. Information, methods, and techniques are suggested that may be helpful in providing the education needed for the world of work. The first four units contain the major content: (1) Introduction to Business and Office

Education, which includes philosophy, vocational function, the role of business education in career education, business and office occupational clusters, and other information; (2) Developing Business and Office Education Programs, which includes requirements for vocational office education programs, policies and procedures for developing programs, and business, office and distributive education teacher qualification requirements; (3) Course Areas, which gives total course descriptions for 19 business and office education courses; and (4) Marketing and Distributive Occupations, which includes a philosophy, objectives, training plans, course descriptions for Distributive Education I, II, III, and IV (along with course subdivisions), and other information. Units 5 and 6 contain a list of publishers and educational services companies, and a bibliography. (WL)

ED 129 974 CE 007 547

Thomas, Audrey M.
Adult Basic Education and Literacy Activities in Canada, 1975-76.

World Literacy of Canada, Toronto (Ontario).
Spons Agency—Samuel Bronfman Foundation, New York, N.Y.

Pub Date Apr 76
Note—3p.; For a related document see CE 007 784

Available from—World Literacy of Canada, 692 Coxwell Avenue, Toronto, Ontario, M4C 3B6 (\$5.00 postpaid per copy, \$4.00 per copy in bulk of 10—in Canada and U. S. A.; international orders: \$10.00 postpaid air mail, \$7.00 postpaid surface mail)

Document Not Available from EDRS.

Descriptors—*Adult Basic Education, *Adult Education Programs, Adult Literacy, Census Figures, *Delivery Systems, Demography, Educational Needs, Educational Research, Foreign Countries, *Functional Illiteracy, Interviews, Literacy Classes, *Literacy Education, National Surveys, Organizations (Groups), Program Descriptions, Social Characteristics, State of the Art Reviews

Identifiers—*Canada, Ontario

The 1-year project reported here was undertaken for World Literacy of Canada to survey the nature and extent of functional illiteracy in Canada, with a focus on those activities currently being undertaken in Anglophone Canada. An introduction provides background on the extent of the problem, comparing 1961 and 1971 Census statistics, and defines the scope of the project. In a 1971 Census data analysis, 20 tables and 6 figures are presented showing national and provincial breakdowns of the target population for selected demographic and social characteristics. Capsule descriptions are provided for each characteristic and a profile of the "typical" adult in the target population is built up. Methodology for the two phases of the project (in Ontario and in the rest of Anglophone Canada) are described. Types of organizations currently involved in Canadian Adult Basic Education (ABE) and literacy are described and findings from the interview schedules in Phase 1 are presented. (Phase 1 covered 23 organizations involved in ABE and literacy in Ontario. Administrators, instructors, and students of these programs were interviewed to gain as full a picture as possible of program operations). The section presenting Phase 2 findings includes a summary of the delivery systems for ABE existing in all of the provinces, except Quebec, and a summary of a survey of Anglophone school boards. The final conclusions section presents a series of questions, issues, and concerns arising from the whole project. Selected bibliography and appendices with additional statistics are also included. (JT)

ED 129 975 CE 007 608

Getting Started in the Classroom.
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date 73
Note—119p.; Parts of pages 15 (containing a brief excerpt from Paul W. F. Witt's "Technology and the Curriculum") and 99 (containing a brief excerpt from Boyd's "The Professional Amateur") are copyrighted and therefore not available

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—*Activity Learning, Career Awareness, Career Education, Centers of Interest,

Class Organization, Classroom Environment, *Classroom Materials, Elementary Education, Flexible Classrooms, Group Activities, Instructional Materials, *Learning Activities, *Learning Laboratories, Resource Guides, Skill Centers, State Curriculum Guides, State Programs, Student Development, Teaching Guides, *Technology

The material-tool approach of the statewide program, Technology for Children, for grades kindergarten through six (K-6) is described in this teaching guide. This approach, which encourages a workshop-laboratory-classroom learning environment, is integrated among subject areas and is thematic in nature. The program operates under three goals: (1) To aid in developing self-awareness and responsibility, (2) to aid in developing an understanding of technology and the world-of-work, and (3) to enhance the learning process. Interest learning, children-tools and learning, classroom organization, and developing a safety philosophy are discussed. Ideas, suggestions, and references are provided for these sections. The guide contains 22 interest areas, ranging from automation to tool making. Each interest area describes an idea/problem, procedures for examining the idea/problem, materials and equipment need, and follow-up. To supplement the guide, a list of materials and sources (available at minimal cost to the teacher) is provided, as well as a list of suggested resources for material and equipment. A follow-up survey sheet for the guide is included. (TA)

ED 129 976 CE 007 656

Noer, David
Jobkeeping. A Hiring's Survival Manual.

Pub Date 76
Note—178p.
Available from—Chilton Book Company, Radnor, Pennsylvania (0-8019-6452-0, \$7.95)

Document Not Available from EDRS.

Descriptors—Employer Attitudes, *Employer Employee Relationship, Employment, *Employment Practices, Employment Problems, *Individual Development, *Job Layoff, Job Satisfaction, *Job Tenure, Labor Legislation, Planning, Prediction, *Work Environment

Written by a professional personnel recruiter, this book deals with many aspects of job layoff in relation to the hiree's potential ability to control his occupational future. By citing case histories of layoff victims, examples of company changes that result in layoff are pointed out. Psychological shields and tested strategies are provided, and employment "games" are described, so that hirees can defend themselves against company plans that would leave them jobless. The author also explains how to use labor laws advantageously, details how to build a contingency layoff kit, and provides a means of reevaluating job goals to determine what conditions help lead to self-actualization and job satisfaction. (SH)

ED 129 977 CE 007 705

Gilpatrick, Eleanor
Task Descriptions in Diagnostic Radiology.
Research Report No. 7. Volume 1, Medical Tasks: What the Radiologist Does.

Health Services Mobility Study, New York, N.Y.
Spons Agency—City Univ. of New York, N.Y.
Hunter Coll. School of Health Sciences; City Univ. of New York Research Foundation, N.Y.; Employment and Training Administration (DOL), Washington, D.C.

Pub Date 76
Contract—82-34-69-34
Note—687p.; For related documents, see CE 008 476-477, and 008 699-700

EDRS Price MF-\$1.33 HC-\$36.83 Plus Postage.

Descriptors—Curriculum Guides, *Health Occupations Education, Health Services, Instructional Materials, Job Development, *Job Skills, Medical Services, *Occupational Information, Paramedical Occupations, Post Secondary Education, *Radiologic Technologists, Radiology, Research, Skill Analysis, *Task Analysis

Identifiers—Health Services Mobility Study
The first of four volumes in Research Report No. 7 of the Health Services Mobility Study (HSMS), this book contains 143 task descriptions covering most of the medical activities carried out by radiologic technologists, and administrative, machine-related, and nursing-type functions are found in Volumes 2 and 3. Volume 4 is an

index of all the tasks in the three volumes.) The first three volumes present the tasks in a given area in numerical order by code number. These task descriptions are offered for use as instructional materials, as inputs to the design of career ladders, for the structuring of jobs and assignment of work to job titles, and as inputs to the development of performance evaluation instruments and proficiency tests. Chapter 1 of this volume defines "task" and tells how the descriptions were developed. The task descriptions are presented in Chapter 3 by Code Number, the steps of the task described in logical sequence in considerable detail. Chapter 2 is a guide to the tasks, arranged in logical grouping for easy reference: (1) By system of the body, (2) by function (e.g., consultations, procedures, teaching), and (3) by main type of recipient (e.g., patient, pediatric patient, student, etc.). (HD)

ED 129 978 CE 007 759

A Four State Regional Institute for Selected Adult, Supplementary, and Vocational Education Directors and Coordinators. Adult Coordinators Handbook.

Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education; Iowa State Univ. of Science and Technology, Ames. Dept. of Industrial Education.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Teacher Education and Certification; Office of Education (DHEW), Washington, D.C.

Pub Date 76
Note—130p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Guides, Adult Education Programs, *Adult Vocational Education, Educational Needs, Educational Programs, *Needs Assessment, *Program Development, *Program Evaluation, *Program Improvement, Regional Planning, *Supplementary Education, Technical Education, Vocational Education

This handbook, the outcome of the Institute, gives abstracts of the major presentations by Institute contributors intended to be helpful to administrators of adult supplementary vocational-technical education programs in administering, evaluating, and improving such programs. Presentations cover the topics of: Full funding of education, needs assessment, vocational education staff development, resources and sources of curriculum development, adult supplementary programs evaluation, supportive services, and educational implications of the Comprehensive Education and Training Act (CETA). Questionnaires, diagrams, and other materials for use by administrators are also included. The appendix provides flow charts for organizing adult programs in the areas of administration, technical and industrial education, home economics health education, and business education; the Institute evaluator's report is also included. (SH)

ED 129 979 CE 007 774

DuPlantis, Ernest P.
Climate Control. Secondary School Course Guide.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date Mar 72
Note—243p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Air Conditioning, *Climate Control, Course Descriptions, Curriculum Guides, *Learning Activities, *Refrigeration, *Refrigeration Mechanics, Secondary Education, Service Occupations, Teaching Guides, Vocational Education

This course guide is oriented toward developing skills in air conditioning and refrigeration installation and service. Although primarily designed as a 2-year program for high school students at the junior and senior levels, it is equally acceptable for the post high school student as an occupational training program, or as a refresher course for those who have been in the industry and have not had the opportunity to keep up with recent developments in new methods and equipment. Eight major sections are included: The first three (Refrigeration, Basic Electricity, Commercial Refrigeration) are to be used the first year of the program, and the remaining five (Year Round

Air Conditioning, Air Distribution, Controls, Trouble Shooting, Customer Relations) are to be used the second year. Each section includes from 1 to 15 units, with each unit providing unit objectives, tools and materials needed, and a unit outline. Occupational information and a vocabulary listing are included in the introduction for instructor use. (SH)

ED 129 980 CE 007 778

Education Components for a Career Information System. Final Project Report for Fund for the Improvement of Post-Secondary Education.
Oregon Univ., Eugene. Career Information System.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Oregon State System of Higher Education, Eugene.

Pub Date 75

Note—90p.

Available from—Career Information System, Office of the Director, 247 Hendricks Hall, University of Oregon, Eugene, Oregon 97403 (\$2.50)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Career Choice, *Career Education, Data Bases, Educational Programs, Educational Technology, Evaluation Methods, *Information Centers, Information Dissemination, Information Needs, Information Retrieval, Information Seeking, *Information Services, *Information Systems, Information Utilization, *Occupational Information, Post Secondary Education, Program Design, Program Evaluation

Identifiers—Career Information System, CIS, Oregon

This report describes how the Oregon Career Information System (CIS) expanded its career information files by adding three new files relevant to education information. Descriptions are given of the Preparation file, containing information specifying various ways to prepare for a particular occupation; the Program file, which describes a complete array of educational and training programs; and the School file, which provides comprehensive institutional information such as degrees offered, financial aid, and housing. It is reported that the educational components were field tested to determine their value to individuals making career decisions, and that response of CIS users indicated that the components were easy to use, relevant to users' career planning, comprehensive in the scope of information provided, and well integrated with the rest of CIS. Also, the expanded system was found to have substantial impact on occupational and educational choices. The adult market for career information and the impact of CIS on other agencies are also analyzed. (Author/TA)

ED 129 981 CE 007 779

Abstracts of Instructional and Research Materials in Vocational and Technical Education. Volume 9, Number 3. VT 102 801-103 000.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—275p.; For a related document see CE 008 432

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, Career Education, Curriculum Guides, Instructional Materials, Resource Guides, *Technical Education, *Vocational Education

This compilation, presenting 200 resumes relevant to the field of vocational-technical (VT) education, provides educators access to in-use or under-development instructional and research materials. The resumes are arranged in ascending order according to an accession (VT) number, with each resume including the: Author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. Curriculum development and research projects in progress are fully described in a separate section. Author, subject, and VT-ED (ERIC Document) number cross reference indexes are provided. Instructions are given for ordering the original full text of documents or full text reproductions. (SH)

ED 129 982

Thomas, Audrey M.

Canadian Adult Basic Education and Literacy Activities: A Digest.

World Literacy of Canada, Toronto (Ontario). Spons Agency—Samuel Bronfman Foundation, New York, N.Y.

Pub Date Jul 76

Note—30p.; For a related document see CE 007 547

Available from—World Literacy of Canada, 692 Coxwell Avenue, Toronto, Ontario, M4C 3B6 (\$0.50)

Document Not Available from EDRS.

Descriptors—*Adult Basic Education, *Adult Education Programs, *Adult Literacy, Demography, Educational Research, Foreign Countries, Functional Illiteracy, Illiterate Adults, *Literacy Education, National Surveys, Social Characteristics

Identifiers—*Canada

A 1-year project undertaken for World Literacy of Canada to survey the Canadian Literacy scene attempted to identify and describe the adult population in need of literacy activities in Canada, to identify and describe the literacy activities being undertaken by existing organizations, communities and individuals in Canada, and to share the findings of the project with interested organizations, government officials and individuals with a view to literacy activity planning in Canada. This summary of the final report (1) describes the problem; (2) describes the characteristics of the target population (geographic distribution, sex, age, residence, ethnic group, birthplace, immigration, labor force participation, unemployment, labor force by industry, and a summary profile); (3) describes existing programs (department of manpower and immigration, corrections, other government programs, school boards, libraries, literacy councils, Literacy Volunteers of America, Frontier College, other programs in the private sector, and sheltered workshops); (4) summarizes characteristics of the programs (instructors, students, regional variations); and (5) lists major issues and concerns emerging from the study and recommendations resulting from the 1975 Adult Basic and Literacy Education Conference in Toronto. (JT)

ED 129 983

CE 007 788

Career Education Mini-Conferences. Final Report.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date Jul 76

Note—190p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Administrative Policy, *Career Education, Community Relations, *Conference Reports, *Conferences, Cooperative Planning, Counseling Programs, Educational Coordination, Elementary Secondary Education, Exceptional Students, *National Programs, Parent Role, Parent School Relationship, Professional Associations, Program Development, Program Evaluation, School Community Relationship, School Industry Relationship

The 27 mini-conferences described in this report were designed to communicate career education philosophy, teaching and counseling practices, evaluation methods, and program activities and results to school practitioners. Focus was on the scope and sequence of career education with the aim of improving the capacities of educators in specifying, comparing, and evaluating the problematic strategies involved in making career education productive. An overview describes each of the 12 conferences in Phase I (for practitioners); extensive content notes from each conference are also included. (The first four focused on the teaching/learning process at four different grade levels. Participants were kindergarten through grade twelve teachers actively involved in career education. The remaining eight Phase I conferences were each concerned with some aspect of evaluation, counseling, community relations, and special populations.) The section on Phase 2 summarizes the outcomes of mini-conferences held to determine the status of career education across the nation as viewed by state department of education personnel. The section on the ten Phase 3 conferences lists participants for each conference with no notes or

proceedings. Outcomes of the last conference, in which participants representing national business and community organizations discussed ways in which their organizations could participate more effectively in career education, are described in more detail. A complete directory of participants is included. (TA)

ED 129 984

Kempton, Robert F.

Teaching Guide for Business Machine Repair Occupations.

National Evaluation Systems, Inc., Amherst, Mass.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Report No.—VT-103-242

Pub Date 76

Contract—PCB-A6-012

Note—137p.; For related documents, see CE 007 883-886

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Curriculum Development, Learning Activities, *Machine Repairs, *Occupational Information, *Office Machines, *Performance Based Education, Secondary Education, Skilled Occupations, *Task Analysis, Teaching Guides, Vocational Education

This teaching guide for business machine repair occupations is one of a series of five performance- and employer-based secondary level vocational education guides. Part 1 provides tools, resources, and a process to be used at the local level to develop a training curriculum and supporting instructional activities. It includes a comprehensive overview of the career field; a performance-based listing of job tasks and related learning objectives; a method for developing learning activity packages; two sample learning activity packages; descriptions of eight commonly used teaching methods; and a listing of instructional resources and references. Part 2 offers the guidance counselor career information and recommends steps to determine criteria for student selection and placement in the training program; a description of the general aptitude test battery; a composite profile of the entry-level worker; a listing of instructional units of a widely used remediation program; the Worker Trait Codification System (from the "Dictionary of Occupational Titles") which provides an explanation of the knowledge, aptitude, and interest levels associated with worker trait groups; descriptions of related jobs; and job titles associated with the worker trait groups identified for the entry-level worker. (NJ)

ED 129 985

Kempton, Robert F.

Teaching Guide for Building Maintenance Occupations.

National Evaluation Systems, Inc., Amherst, Mass.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Report No.—VT-103-243

Pub Date 76

Contract—PCB-A6-012

Note—138p.; For related documents see CE 007 882-886

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Building Operation, Curriculum Development, Learning Activities, *Maintenance, *Occupational Information, *Performance Based Education, Secondary Education, Skilled Occupations, *Task Analysis, Teaching Guides, Vocational Education

This teaching guide for building maintenance is one of a series of five performance- and employer-based secondary level vocational education guides. Part 1 provides tools, resources, and a process to be used at the local level to develop a training curriculum and supporting instructional activities. It includes a comprehensive overview of the career field; a performance-based listing of maintenance job tasks and related learning objectives; a method for developing learning activity packages; two sample learning activity packages; descriptions of eight commonly used teaching methods; and a listing of instructional resources and references. Part 2 offers the guidance counselor career information and recommends steps to determine criteria for student selection and placement in the training program. It includes a theoretical framework for guidance activities in

the training program; a description of the general aptitude test battery; a composite profile of the entry-level worker; a listing of instructional units of a widely used remediation program; the Worker Trait Codification System (from the "Dictionary of Occupational Titles") which provides an explanation of the knowledge, aptitude, and interest levels associated with worker trait groups; descriptions of related jobs; and job titles associated with the principal worker trait group identified for the entry-level worker. (NJ)

ED 129 986 CE 007 884

Kempton, Robert F.

Teaching Guide for Social Service Occupations.

National Evaluation Systems, Inc., Amherst, Mass.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Report No.—VT-103-244

Pub Date 76

Contract—PCB-A6-012

Note—130p.; For related documents see CE 007 882-886

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Curriculum Development, Learning Activities, *Occupational Information, *Paraprofessional Personnel, *Performance Based Education, Secondary Education, *Social Services, *Task Analysis, Teaching Guides, Vocational Education

This teaching guide for social service occupations is one of a series of five performance and employer-based secondary level guides for vocational education. Part 1 provides tools, resources, and a process to be used at the local level to develop a social service occupations training curriculum and supporting instructional activities. It includes a comprehensive overview of the career field; a performance-based listing of social service job tasks; a description of the attitudes and values inherent to social service; a method for developing learning activity packages; two sample learning activity packages; descriptions of eight commonly used teaching methods; a listing of instructional resources, references, and activities to be used when developing learning activity packages. Part 2 offers the guidance counselor social service career information and recommends steps to determine criteria for student selection and placement in the training program. It includes a theoretical framework for guidance activities in the training program; a description of the general aptitude test battery; a composite profile of the entry-level worker; a listing of instructional units of a widely used remediation program; the Worker Trait Codification System (from the "Dictionary of Occupational Titles"); descriptions of related jobs; and job titles organized by the four major worker trait groups associated with social work. (NJ)

ED 129 987 CE 007 885

Kempton, Robert F.

Teaching Guide for Fire Cadet Occupations.

National Evaluation Systems, Inc., Amherst, Mass.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Report No.—VT-103-246

Pub Date 76

Contract—PCB-A6-012

Note—149p.; For related documents see CE 007 882-886

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Curriculum Development, *Fire Fighters, Fire Science Education, Learning Activities, *Occupational Information, *Performance Based Education, Secondary Education, Skilled Occupations, *Task Analysis, Teaching Guides, Vocational Education

This is one of five performance-based secondary level guides for vocational education. Part 1 provides tools, resources, and a process to be used at the local level to develop a firefighter cadet training curriculum. It includes a comprehensive overview of the career field; a performance-based listing of firefighting job tasks; a description of the attitudes and values inherent in firefighting; a method for developing learning activity packages; two sample learning activity packages; descriptions of eight commonly used teaching methods; and a listing of instructional resources. Part 2 offers the guidance counselor career information and recommends steps to

determine criteria for student selection and placement in the training program. It includes a theoretical framework for guidance activities; a description of the general aptitude test battery; a composite profile of the entry-level worker; a listing of the instructional units of a widely used remediation program; the Worker Trait Codification System (from the "Dictionary of Occupational Titles"); descriptions of related jobs; and job titles associated with the principal worker trait group identified for the entry-level worker. (NJ)

ED 129 988 CE 007 886

Kempton, Robert F.

Teaching Guide for Still Photographic Technician Aide Occupations.

National Evaluation Systems, Inc., Amherst, Mass.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Report No.—VT-103-245

Pub Date 76

Contract—PCB-A6-012

Note—135p.; For related documents, see CE 007 882-885

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Curriculum Development, *Laboratory Technology, Learning Activities, *Occupational Information, *Performance Based Education, *Photography, Secondary Education, Skilled Occupations, *Task Analysis, Teaching Guides, Technical Occupations, Vocational Education

Identifiers—*Photographic Technician Aides

This teaching guide for still photographic technician aide is one of a series of five performance-based secondary level guides for vocational education. Part 1 provides tools, resources, and a process to be used at the local level to develop a still photographic technician aide training curriculum. It includes a comprehensive overview of the career field; a performance-based listing of job tasks and related learning objectives at the entry level; a method for developing learning activity packages; two sample learning activity packages; descriptions of eight commonly used teaching methods; and a listing of instructional resources. Part 2 offers the guidance counselor career information and recommends steps to determine criteria for student selection and placement in the training program. It includes a theoretical framework for guidance activities; a description of the general aptitude test battery; a composite profile of the entry-level worker; a listing of instructional units of a widely used remediation program; the Worker Trait Codification System (from the "Dictionary of Occupational Titles"); descriptions of related jobs; and job titles associated with the principal worker trait group identified for the entry-level worker. (NJ)

ED 129 989 CE 007 888

Perales, Aurora, Ed. And Others

Community Health Worker Program Manual.

West Valley Coll., Saratoga, Calif.

Pub Date May 74

Note—176p.; For a related document see CE 007 887

Available from—Viking Book Store, West Valley College, 14000 Fruitvale Ave., Saratoga, California 95070 (\$5.00 plus \$0.44 shipping)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Community Agencies (Public), Community Health, *Community Health Services, Cooperative Programs, Core Curriculum, Course Content, Course Descriptions, Curriculum, *Curriculum Development, *Health Occupations Education, *Health Personnel, Health Services, *Human Services, Job Skills, Program Administration, Program Development, *Service Workers, Skill Development

Identifiers—California, *Community Health Worker Project

Prepared to provide specific and detailed information that can be utilized by persons involved in setting up and/or already involved in the process of providing training for community health workers, the guide is divided into seven sections: (1) Philosophy and Description of Community Health Worker Role; (2) A Community Health Worker Looks at the Role; (3) Community Health Worker Behavioral Objectives; (4) Planning and

Implementing Training Programs (Community Development, Curriculum Development, Working with an Educational Institution, and Working with a California Community College); (5) Human Services Core Curriculum (includes three course outlines: Communication for the Human Services, Community Agencies and Resources, and Human Growth and Development); (6) Health Skills Classes (teaching approaches, course outlines, and example assignments for six courses: Health Concepts, Community Family Health, Community Health Clinic Skills, Childbearing and Child Spacing, Child Health, and First Aid); and (7) Supervision of Community Health Workers. Appended are materials collected in compiling the manual (program descriptions, career ladder and salary scales, job descriptions, workshop materials; texts and references, etc.). (WL)

ED 129 990 CE 007 909

Williams, Ervin

Participative Management: Concepts, Theory and Implementation.

Pub Date 1 Sep 76

Note—292p.

Available from—Publishing Services Division, School of Business Administration, Georgia State University, University Plaza, Atlanta, Georgia 30303 (\$9.95)

Document Not Available from EDRS.

Descriptors—Administrative Principles, Behavior Theories, Coordination, Decision Making, Employee Attitudes, Employee Responsibility, *Employees, Employer Attitudes, *Employer Employee Relationship, Group Norms, Human Relations, Human Resources, Interpersonal Relationship, Job Satisfaction, Leader Participation, *Leadership Styles, *Management, Management by Objectives, Management Development, Organizational Development, Organizational Effectiveness, *Participation, Performance Factors, *Personnel Management, Program Evaluation, Research, Role Perception, Standards

Identifiers—Participative Management

This book brings together in one source, basic participative management theory, a broad range of research on the subject, and a number of methods and techniques to assist the practitioner in implementing participative management. Three sections included are (1) Concepts and Theory, (2) Research Studies, and (3) Practice and Implementation. Focus is on examining the assumption that behavior exhibited by the participative manager will yield high productivity and increased worker satisfaction, and on determining to what extent and under what conditions this is true. Featured in the book are 19 selected working papers which analyze the development and use of participative management techniques in various types of organizations. (TA)

Identifiers—Participative Management

This book brings together in one source, basic participative management theory, a broad range of research on the subject, and a number of methods and techniques to assist the practitioner in implementing participative management. Three sections included are (1) Concepts and Theory, (2) Research Studies, and (3) Practice and Implementation. Focus is on examining the assumption that behavior exhibited by the participative manager will yield high productivity and increased worker satisfaction, and on determining to what extent and under what conditions this is true. Featured in the book are 19 selected working papers which analyze the development and use of participative management techniques in various types of organizations. (TA)

ED 129 991 CE 007 933

A Media Technology Curriculum.

Rutgers, The State Univ., New Brunswick, N.J.

Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.—VT-103-010

Pub Date May 76

Note—285p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103—Kilmer Campus, Rutgers University, New Brunswick, N.J. 08903 (\$4.00 plus postage)

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Curriculum, *Curriculum Guides, Instructional Programs, *Instructional Technology, Interdisciplinary Approach, *Learning Activities, Lesson Plans, *Media Technology, Performance Based Education, Post Secondary Education, *Teaching Guides

This curriculum guide is designed to train students who will assist in planning, designing, producing, and using media and multimedia materials. It offers a 2-year, competency-based, post-secondary program of studies in media technology, and uses an interdisciplinary approach drawn from the broad areas of art, business management, drafting, library science, photography, printing, television, and typing. Two levels of attainment are provided: The media equipment technician level, reached after completion of the first year, and the multimedia technician level, reached upon completion of the total program. The units of study (drawn from

significant features of each discipline above) are organized into 10 components. First year components are media equipment, drafting, and circulation; second year components include commercial art, typing, planning and presentation, and management. Units in printing and software production are offered for both years. In addition, hours are allotted each year for the 10th component—(Prescriptive), which allows for individualized studies according to student needs. Presented in each unit are the number of hours required, specific objectives, list of basic content, suggested learning activities for classroom and laboratory, and a list of equipment or supplies needed. The introductory section includes a student progress chart. (RG)

ED 129 992 CE 007 955
Bielefeld, Carole, Comp.

SI (Système International). A Metric Workbook for Teachers of Consumer & Homemaking Education.

Orange County Dept. of Education, Santa Ana, Calif.

Pub Date Dec 73
Note—108p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Classroom Materials, *Consumer Education, *Homemaking Education, Home Management, Learning Activities, *Metric System, *Teaching Guides, *Transparencies

The teaching guide for providing instruction in use of the metric system contains materials geared for the daily activities of the home. Contents of the guide are organized into four parts. Part 1 is a brief description of the history of the metric system and reasons for conversion in the United States. The major portion of the guide, part 2 (learning the metric system of measurement), is a transparency presentation with narration. It consists of 72 transparency miniatures with the accompanying narration, followed by the numbered transparency masters for preparation by the instructor. Part 3 contains eight learning activities and a post-test. The topics include body measurements, volume, weighing food, garment construction, length, and temperature. The reference materials in Part 4 are (1) glossary and annotations, (2) suggested classroom activities, (3) conversion charts and other references, (4) sources of metric supplies, and (5) a bibliography. (RG)

ED 129 993 88 CE 007 956

Teacher-Developed Curriculum Modules from Selected Regions of Texas: Combining Basic Learner Outcomes for Career Education and Existing Curriculum in Grades 9 through 12.

Partners in Career Education, Arlington, Tex.; Texas Education Agency, Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-033
Pub Date 76

Note—100p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Behavioral Objectives, *Career Education, Curriculum Guides, *Fused Curriculum, *High School Curriculum, *Learning Activities, Lesson Plans, Secondary Education, State Programs, Teacher Developed Materials, *Units of Study (Subject Fields)

Identifiers—Texas
Generated in teacher workshops as part of a project in the development of a career education learning system by the school districts of the Fort Worth-Dallas area, each of these 22 learning modules describes student activities based on a small segment of existing high school curriculum and on one of nine career education learner outcomes. The modules are arranged according to grade level in the following subject categories: Grade 9 (Typing, Physical Education, English, Home Economics—Child Development, Mathematics, Music); Grade 10 (General Drafting, English, General Metalworking, Physical Education, Music—Orchestra, Drama); Grade 11 (Homemaking—Consumer Education, Physical Education, World History, American History); Grade 12 (Trigonometry, English, American Government, Office Procedures, Art, Vocational Agriculture). Each module contains the subject, career education learner outcome, performance objective, grade level, curriculum content, activities, resources/suggestions, and evaluation. The nine career education learner outcomes (one of which is correlated with each module) are: (1) career

planning and decision making, (2) career and occupational information, (3) job acquisition and retention, (4) attitudes and appreciation for career success, (5) skills in human relationships for careers, (6) self-investigation and evaluation for career success, (7) personal/work/societal responsibilities, (8) economic factors influencing career opportunity, and (9) education/career opportunity relationships. (TA)

ED 129 994 CE 007 961
Ritch, Roger W.

Guidance Workshop Manual. Career Information Centers.

Project CAREER, Randolph, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Report No.—VT-103-038
Pub Date Jan 75

Note—30p.; For related documents, see CE 007 962 and CE 008 668-669

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Education, Guidelines, Guides, *Information Centers, *Library Technical Processes, Manuals, Occupational Information, *Program Development, *Program Planning, *Resource Centers, Resource Materials, Secondary Education

Identifiers—Massachusetts, Project CAREER

Part of the Project CAREER guidance component, this manual was developed to provide a resource to educators interested in establishing a center to house informative job and career materials for students. Information presented includes functions of the career resource center, minimum physical and personnel requirements, basic information materials, suggested activities, and procedures for acquiring, classifying, storing, and retrieving the materials. All purely occupational materials are classified according to the "Dictionary of Occupational Titles" (DOT) coding system. Sample catalog cards and letters requesting materials are appended. (TA)

ED 129 995 CE 007 962
Christiano, Thomas

Instructions for the Development of Career Preparation Analysis Charts (Careerograms).

Project CAREER, Randolph, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date Jan 75

Note—13p.; Not available in hard copy due to marginal reproducibility of original document. For related documents, see CE 007 961 and CE 008 668-669

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Education, *Career Planning, Charts, Guides, Manuals, *Material Development, *Occupational Information, Post Secondary Education, Resource Materials, Senior High Schools

Identifiers—Massachusetts, Project CAREER

Part of the Project CAREER guidance component, this manual provides detailed, step-by-step instructions for preparing career preparation analysis charts called "careerograms," which are visual devices that synthesize information contained in the "Dictionary of Occupational Titles" (DOT) and the "Occupational Outlook Handbook." Stated advantages of the careerograms are: (1) The individual (counselor, student, etc.) does not have to search different volumes for information on a particular occupation; (2) they are adaptable to local geographic areas; (3) occupations can be deleted or added as needed, and (4) occupations can be clustered on a career ladder of specialty levels. A sample blank chart and excerpted material from the DOT are appended. (TA)

ED 129 996 CE 008 012
White, Thomas R.

The Development and Field Testing of an Independent Study Program in Vocational Education. A Feasibility Study.

Indiana Univ., Bloomington. School of Education. Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis; Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-089
Pub Date Dec 75

Note—141p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Auto Mechanics, *Correspondence Study, Course Evaluation, Curriculum Research, *Feasibility Studies, Field Studies, *Independent Study, *Program Development, State Programs, *Vocational Education

Identifiers—Indiana, Indiana University
This project explored the feasibility of using the correspondence study concept as a means of providing vocational education. A search of the literature supplied information on the past use of independent study programs in vocational education and other areas. Factors related to the acceptance, cost, and development of independent study programs were reviewed. A model, which recognized the stages of development for a correspondence study course, was established and used to facilitate the construction of an auto-mechanics correspondence course which was field tested with 33 students, the object being to determine the effectiveness of such independent study programs. By the conclusion of the project, students had not completed a sufficient number of lessons to determine the feasibility of the particular course. However, in responding to a follow-up questionnaire, students cited two main disadvantages of the program as being: (1) The problem of acquiring tools, and (2) the lack of immediate feedback for questions and completed lessons. Other conclusions, recommendations, and a 11-page bibliography are also given. Appendices contain a list of vocational correspondence courses available from different institutions, recommended subjects for vocational correspondence study courses, and the questionnaires used in the project. (Author/RG)

ED 129 997 95 CE 008 030
Career Education Evaluation 1974-1975. Interim Report. Lincoln Career Education Project.

Lincoln Public Schools, Nebr.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-107
Bureau No.—F7136VW

Pub Date Dec 75

Grant—OEG-9-73-5290

Note—94p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Education, Cooperative Planning, *Cooperative Programs, Curriculum Development, Educational Assessment, Educational Research, Elementary Secondary Education, Fused Curriculum, Program Administration, Program Descriptions, Program Development, *Program Effectiveness, *Program Evaluation, *School Community Programs, School Districts, Statistical Analysis, Tables (Data), Vocational Development

Identifiers—Nebraska (Lincoln)

Evaluation description, data, and conclusions are presented for the second year of a 3-year career education program designed to assist the community and schools in implementing career education by providing leadership in developing a cooperatively designed plan and by providing management and support services in implementing the plan. The evaluation report is organized around three general concerns: (1) Project accomplishments in terms of stated project objectives, (2) implementation of career education activities, and (3) impact of the project on student outcomes. Conclusions presented indicate that (1) the project has achieved, or is making progress toward, most of the project objectives, (2) there was a significant increase in the number of career education activities in the schools, and (3) the project did not have a measurable impact on student outcomes. Tables included show the comparison of scores for treatment and control groups. Appended to the report are the treatment group outcome area table, summary of the evaluation design, implementation summary, career education project teacher feedback questionnaire, summary data on valuing approach to career education, revised outcome question/treatment group matrix, summary data on 1974-75 sampling plan, and summary data on student outcomes. (TA)

ED 129 998 CE 008 039
Koble, Daniel E., Jr., Comp. And Others

Issues and Answers in Vocational Education. National Leadership Development Seminar for State Directors of Vocational Education. Leadership Training Series No. 45.

Ohio State Univ., Columbus. Center for Vocational Education.

8 Document Resumes

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Report No.—VT-103-116

Pub Date Jan 76

Note—178p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Administrative Organization, *Administrative Policy, *Administrator Role, Educational Administration, Educational Research, Federal Legislation, Inservice Education, Leadership Responsibility, Local Government, *Management Development, Management Systems, National Programs, Seminars, State Government, *Vocational Directors, *Vocational Education

The 1975 national seminar was designed to provide in-service education for state vocational directors with a focus on redefining roles and responsibilities in key areas of vocational education. Three position papers for each of the following topics were presented: A Philosophy for Vocational Education, The Governance of Vocational Education at the State and Local Levels, The Role of Vocational Education in Large Cities, The Role of Research in Vocational Education, Standard Characteristics of Vocational Education Programs, and Management Information Systems for Vocational Education. Task force groups of seminar participants produced synthesized versions of the papers for each topic. In addition, progress reports with the following titles are included: Curriculum Development—The Vocational-Technical Education Consortium of the State; Career Education: Its Status Today; The Education Commission of the States Looks at Vocational Study; and Chief State Officers Look at Vocational Education. The seminar agenda and lists of program presenters and participants are appended. (Author/NJ)

ED 129 999 CE 008 042

Directory of Task Inventories. Volume 3. Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-119

Pub Date 76

Note—94p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Bibliographies, *Directories, Employment Qualifications, *Indexes (Locaters), *Job Analysis, *Job Skills, Occupational Information, Occupations, *Task Analysis

Citations of 153 documents containing task inventories for 185 occupational areas/job titles are reported in this directory, which could be of use to curriculum developers, training directors, researchers, personnel officers, industrial engineers, and vocational teachers and administrators. The information was compiled from a review of documents from state educational and employment service agencies, occupational curriculum laboratories and research coordinating units, branches of the armed forces, selected private research and development (R&D) agencies, and other organizations. Task inventories resulting from research and analysis efforts of university graduate research departments, federal agencies, and industry are also reported in this volume. The citations include the following information: Accession number, title, author, publication date, number of pages, sponsoring agency, occupational area or job title, number of tasks, and availability information. The citations are indexed by job title/occupational area and by personal and corporate author. A special reference section, indexed by author, lists documents containing information on how various task, job, and task-inventory-creating analyses were and are done. (RG)

ED 130 000 CE 008 055

Koble, Daniel E., Jr., Comp. And Others. Industry-Education Innovations in Personnel Development. National Vocational Education Personnel Development Seminar (Omaha, Nebraska, October 28-31, 1975). Leadership Training Series No. 46.

Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date Dec 75

Note—213p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Cooperative Programs, Human Resources, Improvement Programs, Industrial Personnel, *Inservice Programs, Manpower Development, *Personnel Needs, *Professional Continuing Education, *School Industry Relationship, Seminars, *Staff Improvement, Vocational Directors, Vocational Education

The seminar was ninth in a series of national annual seminars conducted for vocational educators responsible for coordinating and conducting personnel development programs. Major objectives were to: (1) Increase knowledge of personnel development models and strategies used in business and industry and of selected industry-education cooperative programs for personnel development, (2) identify functional guidelines for the operation of selected industry-education cooperative programs of personnel development, (3) generate potential methods for increasing involvement of business and industry in pre-service and in-service personnel development programs, (4) increase knowledge of innovative strategies for planning instruction in personnel development programs, and (5) increase information about available research and development products for use in personnel development programs. Presentations contained in the document focus on the following themes: Industry-Education and Personnel Development: The Context; Planning Instruction and Evaluating Instructional Systems; Industry-Education-Labor Cooperation; and The Development of Human Resources. Also included are summaries of seven simultaneous programs of research and development efforts in personnel development and brief reports of seven special interest groups who met to identify strategies and techniques for providing better industry-education cooperation. Appended are the seminar program and list of participants. (Author/RG)

ED 130 001 CE 008 068

Recent Initiatives in Labor-Management Cooperation.

National Center for Productivity and Quality of Working Life, Washington, D.C.

Report No.—VT-103-145

Pub Date Feb 76

Note—92p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administrative Personnel, Community Cooperation, Conferences, *Cooperative Programs, Employees, *Employer Employee Relationship, *Guidelines, *Industrial Relations, Program Descriptions

This report draws on a series of conferences held to develop guides for labor-management cooperation at the plant level. These included six recent initiatives conferences held in cooperation with State University Institutes of Industrial Relations and the Federal Mediation and Conciliation Service (FMCS) and a seventh sponsored by the Commission and FMCS. Brief descriptions are presented of the circumstances under which the committees were established and the manner in which they are organized, along with discussions and dialogue from various conferences. The report is designed to provide guidelines and background for solving problems. Included are reports of (1) Labor-management committees in the steel industry, (2) a total community effort in Jamestown, New York, (3) FMCS assisted programs in three companies, (4) labor-management cooperation in the Tennessee Valley Authority, (5) a quality of work demonstration project at Eaton Corporation Plant, (6) operation of Scanlon plans, and (7) an experiment with miners regulating their own work activities at the Rushon Coal Mine in Pennsylvania. A final chapter discusses lessons learned from cooperators. Appended are responses from conference attendees, principals of the conferences, and a list of selected publications. (WL)

ED 130 002 08 CE 008 069

Career Education in Rural Arizona. Final Report. Revised.

Arizona State Dept. of Education, Phoenix; Arizona State Dept. of Vocational Education, Phoenix.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—VT-103-146

Bureau No.—V361054L

Pub Date 31 Aug 75

Grant—OEG-0-73-2914

Note—112p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Career Education, Career Exploration, *Curriculum Planning, Educational Needs, Elementary Secondary Education, Pilot Projects, Program Descriptions, *Program Evaluation, *Rural Areas, Teacher Participation

Identifiers—Arizona, *Career Education in Rural Arizona

The 1-year project, Career Education in Rural Arizona (CERA), was designed to provide a broad career orientation and realistic exploratory experience for students in a rural farming area covering 1,500 to 2,000 square miles. The project used career education instructional units, available through various educational information centers, which were then modified and adapted to the rural setting. Specific objectives were to: (1) Develop a workable model and test manual for evaluating career education curriculum units in a rural setting, (2) develop pilot test procedures and instruments, for evaluating these units, (3) develop a rural career education matrix, (4) select instructional units for pilot testing, (5) implement pilot testing, and (6) evaluate the pilot testing and report results, conclusions, and recommendations. The evaluator concluded that all project objectives were achieved and that administration of the project had been outstanding. The document includes a project summary, copy of the procedural manual and model with appended materials, the instructional manual for pilot test teachers, project financial report, the CERA matrix, and the third-party evaluation report. The evaluation interview forms and testing instruments are appended. (TA)

ED 130 003 08 CE 008 075

Research and Development Project in Career Education. Cities of Yonkers and Syracuse, New York. Final Report. Volume I of II.

New York State Education Dept., Albany.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—VT-103-152

Bureau No.—V361008L

Pub Date 11 Aug 75

Grant—OEG-0-73-2982

Note—72p.; Not available in hard copy due to marginal legibility of original document. For a related document see CE 008 076

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Awareness, *Career Education, *Curriculum Development, Demography, Demonstration Projects, Elementary Education, Fused Curriculum, *Inservice Education, Needs Assessment, Pilot Projects, Program Administration, Program Descriptions, *Program Development, Program Planning, School Personnel

Identifiers—New York (Syracuse), New York (Yonkers)

In this report, descriptions are given of two career education projects in Syracuse and Yonkers, which are designed to serve as models for their respective areas, are transportable to other districts, and emphasize guidance, counseling, and developmental activities at the elementary level. Syracuse's Life Centered Curriculum program is presented as one in which all educational experiences, curriculum, instruction, and counseling are geared to preparation for economic independence, personal fulfillment, and an appreciation of the dignity of work. Activities in the Yonkers program are designed to: (1) Demonstrate the most effective methods and techniques in career education to meet the total student population needs, (2) demonstrate the most effective methods and techniques for retraining teachers, counselors, and administrators to infuse a total career education program, and (3) communicate career education philosophy and methods to career education practitioners. The report is divided into two sections—Summary of the Report and Body of the Report. Both sections give (in brief and extensive form, respectively) the following information for both projects: (1) Goals and objectives, (2) description of the general project design and procedures, (3) results and accomplishments, (4) evaluation, and (5) conclusions, implications, and recommendations for the future. A bibliography is appended. (SH)

ED 130 004 08 CE 008 076

Research and Development Project in Career Education. Cities of Yonkers and Syracuse, New York. Final Report. Volume II of II.

New York State Education Dept., Albany.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—VT-103-153

Bureau No.—V361008L

Pub Date 11 Aug 75

Grant—OEG-0-73-2982

Note—288p.; Appendixes E and F (containing lists of instructional materials developed from the two projects) will not reproduce well due to faint type; For a related document see CE 008 075

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Career Awareness, *Career Education, *Curriculum Development, Educational Assessment, Educational Objectives, Elementary Education, Pilot Projects, Program Descriptions, *Program Evaluation

Identifiers—New York (Syracuse), New York (Yonkers)

Appendixes to the final report on the Yonkers and Syracuse, New York, career education projects are contained in this volume. Third party evaluation reports (Appendix D) comprise the entire document with the exception of six pages (containing Appendixes A, B, C, E, and F which provide brief information concerning related career education programs and lists of instructional materials developed by the two projects. The first two sections of Appendix D cover evaluation reports (for 1974 and 1975) for the Syracuse project, conducted by Educational Services, Inc. The 1974 report focused on students' acceptance of the program activities, and teachers' and staff perceptions, attitudes, and abilities to administer the new curriculum units. The 1975 report was concerned with product and process objectives. Evaluators concluded that the project had achieved all major goals, and that career education had become an integral part of the curriculum offering of the school district. The Yonkers evaluation report, conducted by Policy Studies in Education (PSE), focused on project staff activities. Instruments were developed for surveying teacher attitudes toward career education, measuring the impact of in-service workshops, assessing teacher involvement with career education, and measuring the impact of the program on student performance. The evaluators concluded that a good start had been made and that the district should continue this effort. Survey instruments used by PSE are included throughout the report. (TA)

ED 130 005 CE 008 102

Lecht, Leonard A. And Others

Changes in Occupational Characteristics in the Next Decade: Their Implications for Planning in Vocational Education.

Conference Board, Inc., New York, N.Y.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—V0152V2

Pub Date Apr 76

Grant—OEG-0-74-1678

Note—234p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Educational Planning, *Employment Opportunities, *Employment Projections, Employment Statistics, Employment Trends, Enrollment, Females, Manpower Needs, *Minority Groups, National Surveys, Negro Employment, Negroes, Occupational Information, Occupational Surveys, Salaries, Student Enrollment, *Vocational Education, Working Women

Identifiers—United States

The study seeks to expand the occupational information available to educators by relating job openings data to information about the earnings of persons employed in different occupations, their educational attainment, and the opportunities individual fields are expected to offer for women and nonwhites. The data refer to 123 occupations including those related to all the major federally-supported vocational programs. The report presents historical data and projections to 1980 and 1985 which are consistent with the U. S. Department of Labor's economic growth model. The data base includes published and unpublished decennial census data, current population survey reports, and Office of Education and other enrollment data. The research indicates that the vocational enrollments tend to be concentrated in programs related to occupations with median earnings below those of the overall labor

force. The occupational distribution for women is projected to change slowly in the next decade with somewhat greater shifts for nonwhites. The major changes in educational attainment are expected to take place in the less skilled occupations. Vocational enrollments have become more labor market oriented. However, there is a high ratio of enrollments to anticipated job openings in the agricultural fields, and a low ratio in the health and distribution fields. Appendixes (121 pages) contain the national projections, replicability of the national projections for the states of Kentucky and New Jersey, and the statistical tables. (Author/RG)

ED 130 006 95 CE 008 108

A Cooperative Education Program Model for Chadron State College, Chadron, Nebraska.

Chadron State Coll., Nebr.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-185

Pub Date Jan 76

Grant—OEG-0-74-1665

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*College Programs, *Cooperative Education, *Cooperative Programs, Junior Colleges, *Models, *Program Design, Work Experience Programs

Identifiers—Chadron State College, Nebraska

This report describes the model of a college cooperative education program developed by Chadron State College, Chadron, Nebraska. The model provides information for students, faculty members, college administrators, and cooperating employers. The sections of the report present the policies, goals, and objectives of the program; the framework of the model; the calendar for student study and work periods; student enrollment in cooperative education; employer relations and job development; the placement process; faculty, student, and administrator responsibilities; college crediting; and a summary of procedural steps. Appendixes include an application for admission to the program, a personal data release form, personal data sheet, job description, training agreement, visitation report, student evaluation form, and position appraisal form. (NJ)

ED 130 007 08 CE 008 110

Research and Development Projects in Career Education. Final Report.

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.—VT-103-187

Bureau No.—V261028L

Pub Date 1 Aug 73

Grant—OEG-0-72-0728

Note—324p.; Several pages will not reproduce well due to faint, broken type

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—*Career Awareness, *Career Education, *Career Opportunities, Comparative Analysis, Developmental Programs, Elementary Secondary Education, Evaluation Methods, *Occupational Guidance, *Program Evaluation, Research Projects, School Districts, Staff Utilization

Identifiers—Texas (Fort Worth), Texas (Harlandale), Texas (Houston)

Career education projects in the Texas school districts of Fort Worth, Harlandale, and Houston, conducted from January 4, 1972 through July 3, 1973 are summarized in this document. Project similarities and differences in the three districts are presented at the elementary, middle, and high school levels, with career guidance emphasized in all projects, and job placement components developed for the high school level. Reported results indicate an overall acceptance of career education and general agreement that the programs had expanded student awareness of career opportunities. It is noted that questionnaires used in the projects show a need for improved communication, for expanded in-service training, and for more systematic evaluative procedures. Lists of major materials developed in each district are appended to the report. Evaluations of the projects by the Center for Human Resources of the University of Houston comprise two-thirds of the document. Data and summary comments are presented for each district. Evaluation activities, which included visits to each participating school

and interviews with administrators, counselors, and teachers, are reported. Interview forms and responses are appended to the evaluation report. (TA)

ED 130 008 08 CE 008 124

Peterson, Marla And Others

Career Education Guide: (K-2).

Eastern Illinois Univ., Charleston. Center for Educational Studies.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 75

Contract—OEC-0-72-4626

Note—699p.; For related documents see CE 008 124-126

EDRS Price MF-\$1.33 HC-\$36.83 Plus Postage.

Descriptors—*Career Education, Curriculum, Curriculum Guides, Elementary School Mathematics, Elementary School Science, *Fused Curriculum, Grade 1, Grade 2, Kindergarten, Language Arts, *Lesson Plans, Occupational Information, Occupations, Primary Education, Social Studies, Teaching Guides, *Units of Study (Subject Fields), *Vocational Development

One of a series of three K-6 guides developed under the K-6 Teacher and Counselor Competencies in Career Education Program, this guide contains a section for each of the K-2 levels (Readiness, First Experience Level, and Second Experience Level), each encompassing the two career education components: Subject Matter Areas (to reinforce science, language arts, math, and social studies concepts), and the Career Development Areas (with both developmental and interacting dimensions). Each experience level section contains eight infusion strategies (teaching units which fuse career development and subject matter concepts) based on the career developmental dimensions: Coping behaviors (two strategies), decision making (two strategies), lifestyle (one strategy), and self development (three strategies). (Separate teaching units are not included for the interacting dimensions; they are integrated into the suggested activities for the developmental dimensions). Each infusion strategy contains career development concepts, teacher goals, vocabulary, performance objectives, listings of subject matter concepts used, preplanning suggestions, student activities, student pages, references to related materials, and job descriptions of the occupations presented. Cross indexing is provided so that infusion strategies may be located by occupational theme, subject matter topic, or career development area. (JT)

ED 130 009 08 CE 008 125

Peterson, Marla And Others

Career Education Guide: (3-4).

Eastern Illinois Univ., Charleston. Center for Educational Studies.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 75

Contract—OEC-0-72-4626

Note—523p.; For related documents see CE 008 124-126

EDRS Price MF-\$1.00 HC-\$27.45 Plus Postage.

Descriptors—*Career Education, Curriculum, Curriculum Guides, Elementary Education, Elementary School Mathematics, Elementary School Science, *Fused Curriculum, Grade 3, Grade 4, Language Arts, *Lesson Plans, Occupational Information, Occupations, Social Studies, Teaching Guides, *Units of Study (Subject Fields), *Vocational Development

One of a series of guides developed under the K-6 Teacher and Counselor Competencies in Career Education Program, this guide contains a section for each of the Grades 3-4 levels (Third Experience Level and Fourth Experience Level), each encompassing the two career education components: Subject Matter Areas (to reinforce science, language arts, math, and social studies concepts) and Career Development Areas (with both developmental and interacting dimensions). Each experience level section contains eight infusion strategies (teaching units which fuse career development and subject matter concepts) based on the career developmental dimensions: Coping behaviors (two strategies), decision making (two strategies), lifestyle (one strategy), and self development (three strategies). (Separate teaching units are not included for the interacting

10 Document Resumes

dimensions; they are integrated into the suggested activities for the developmental dimensions). Each infusion strategy contains career development concepts, teacher goals, vocabulary, performance objectives, listings of subject matter concepts used, preplanning suggestions, student activities, student pages, references to related materials, and job descriptions of the occupations presented. Cross indexing is provided so that infusion strategies may be located by occupational theme, subject matter topic, or career development area. (JT)

ED 130 010 08 CE 008 126

Peterson, Marla And Others

Career Education Guide: (5-6).

Eastern Illinois Univ., Charleston. Center for Educational Studies.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 75

Contract—OEC-0-72-4626

Note—441p.; For related documents see CE 008 124-126

EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage.

Descriptors—Career Education, Curriculum, Curriculum Guides, Elementary Education, Elementary School Mathematics, Elementary School Science, *Fused Curriculum, Grade 5, Grade 6, Intermediate Grades, Language Arts, *Lesson Plans, Occupational Information, Occupations, Social Studies, Teaching Guides, *Units of Study (Subject Fields), *Vocational Development

One of a series of guides developed under the K-6 Teacher and Counselor Competencies in Career Education Program, this guide contains a section for each of the Grades 5-6 levels (Fifth Experience Level and Sixth Experience Level), each encompassing the two career education components: Subject Matter Areas (to reinforce science, language arts, math, and social studies concepts) and Career Development Areas (with both developmental and interacting dimensions). Each experience level section contains eight infusion strategies (teaching units which fuse career development and subject matter concepts) based on the career developmental dimensions: Coping behaviors (two strategies), decision making (two strategies), lifestyle (one strategy), and self development (three strategies). (Separate teaching units are not included for the interacting dimensions; they are integrated into the suggested activities for the developmental dimensions). Each infusion strategy contains career development concepts, teacher goals, vocabulary, performance objectives, listings of subject matter concepts used, preplanning suggestions, student activities, student pages, reference to related materials, and job descriptions of the occupations presented. Cross indexing is provided so that infusion strategies may be located by occupational theme, subject matter topics, or career development area. (JT)

ED 130 011 CE 008 130

Danchenko, A. M., Ed. Vydrin, I. F., Ed.

Military Pedagogy. A Soviet View. Soviet Military Thought Series.

Air Force, Washington, D.C.

Pub Date 73

Note—373p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. (Stock Number 0870-00352, \$3.35)

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—Armed Forces, Educational Methods, *Educational Problems, *Foreign Policy, Military Personnel, Military Science, *Military Training, *Political Influences, Political Power, *Teaching, *Teaching Methods

Identifiers—Communist Party of the Soviet Union, *USSR

A constant theme running throughout this book is that the principles of Soviet military instruction are fundamentally different from the principles of training in western military establishments. The overriding concern of this theme is that purposefulness and the Communist Party approach are the essence of the entire Soviet educational process. Prepared in accordance with the program of the military pedagogy course of higher military political schools, the book covers the pedagogic foundations and principles of combat and political training and the essence, principles, forms, and methods of the instruction and educa-

tion of Soviet soldiers. Topics discussed could also be of use in non-Soviet military educational institutions. (SH)

ED 130 012 CE 008 135

Spanenberg, Ronald W. Smith, Edgar A.

Handbook for the Design and Implementation of Air Force Learning Center Programs.

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Pub Date Dec 75

Note—111p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Educational Specifications, Guidelines, *Instructional Design, *Instructional Materials, *Instructional Materials Centers, Media Selection, Multimedia Instruction, *Program Design, *Program Development

Identifiers—*Air Force

This report provides guidance in designing and implementing a performance-oriented learning center program, an approach to training which emphasizes the application of instructional technology in helping the individual or individual team to learn more effectively. Although intended for training personnel and instructional technologists in an Air Force training program, this report could be applicable to anyone interested in developing a learning center. Sections are entitled Orientation, Establishing a Learning Center, Courseware Preparation, Media Courseware Production, Hardware, Learning Environment and Carrel Design, Physical Plant, and Quality Assurance. Recommendations and working conclusions, based on the current state-of-the-art (as of spring, 1974), are presented in a simple how-to-do-it manner. Many additional resources are cited for those who desire to explore various aspects of instructional technology, as applied to learning center programs. The two appendixes provide information on learning centers for flying training activities (four pages) and on selecting equipment for school media programs (18 pages). Explanatory illustrations (44) and tables (10) are provided throughout the report. (SH)

ED 130 013 CE 008 138

Hendrix, William H.

Contingency Approaches to Leadership: A Review and Synthesis. Interim Report for Period 1 September 1974-1 June 1975.

Air Force Human Resources Lab., Lackland AFB, Tex. Occupational and Manpower Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No—AFHRL-TR-76-17

Pub Date Jun 76

Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administrator Role, Cognitive Processes, *Decision Making Skills, *Leadership, *Leadership Qualities, Literature Reviews, *Management, *Models, Organizational Development

This report focuses on the problem of how to improve leadership effectiveness in order to improve overall organization effectiveness. First, three different approaches to leadership behavior are presented: Trait Approach, Behavioral Approach, and Situational Approach. Next, reviews of the leadership literature and of eight contingency models of leadership are presented. Finally, the three-component Leadership Effectiveness Model, developed on the basis of the eight models and the literature review, is described and critiqued. The Model considers leadership effectiveness to be a function of the criterion selected, the leadership style employed, and the situational environment(s), which includes the leader's subordinates, peers, and other personnel in the environment. The basis for selecting these three components was that they were found to be common across most of the leadership literature reviewed, and at the same time they provide a useful descriptive framework for depicting leadership as a decision-making process. It is concluded that leadership can best be depicted as a decision-making process which involves the leader, the followers, the situation, and the criterion of effectiveness. (TA)

ED 130 014 CE 008 140

Gould, R. Bruce

Longitudinal Inferences of Job Attitude and Tenure Relationships from Cross-Sectional Data. Interim Report for Period 1 October 1974-31 March 1976.

Air Force Human Resources Lab., Lackland AFB, Tex. Occupational and Manpower Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No—AFHRL-TR-76-46

Pub Date Jul 76

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Career Choice, *Career Ladders, *Career Planning, Comparative Analysis, Cross Sectional Studies, *Job Development, Job Enrichment, *Job Satisfaction, *Job Tenure, *Longitudinal Studies, Mathematical Models, Personnel Data, Predictor Variables, Professional Occupations, Skilled Occupations, *Work Attitudes

Identifiers—Air Force

One objective of the research was to identify career ladders with the greatest potential for improving retention. This study revealed that a regression model, which takes into account airman career status and months of service while holding constant aptitude differences, can be used to display cross-sectional attitude data in a longitudinal fashion. From the displayed regression profiles, it is feasible to infer career-ladder relationships between job attitudes and tenure or career decisions. A characteristic increase in job attitude immediately after the reenlistment decision point in cross-sectional data reflects a "residualization process" whereby those dissatisfied with their jobs tend to leave the Air Force while more satisfied airmen remain. The increase reflects the impact of job attitude on career decisions and is not due to alternative "dissonance theory" or changes in intrinsic motivation explanations. The cross-sectional profiles provide a means of identifying specialties with the greatest potential for job reengineering where the goal is to positively improve retention through providing progressively more satisfying jobs. (TA)

ED 130 015 CE 008 142

Wool, S. Theodore

Occupational Stereotyping. The Mandate-Condition-Need.

Pub Date May 76

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bias, *Career Education, Court Litigation, Educational Accountability, *Educational Change, *Educational Needs, Equal Opportunities (Jobs), Instructional Materials, Literature Reviews, Occupational Choice, Occupational Information, Research Reviews (Publications), Sex Role, *Sex Stereotypes

A review of the present situation of occupational stereotyping introducing this document suggests that the legal mandate and implementation on the federal, state, and local levels apparently have not been followed by establishments serving the educational field, nor by educational institutions themselves. From a discussion of studies done on sex-role stereotyping in the schools, the suggestion is made that the occupational information to which young people are exposed is biased and that a traditional stereotypical approach to career awareness exists in schools. Furthermore, a review of the literature reveals that stereotyping of occupations along sex lines starts at an early age, first in the home, and later as children come into contact with workers in the school, community, and media. It is concluded that the need to broaden the occupational knowledge of both teachers and students is crucial if the elements of career guidance are to pervade the school curricula and if the present movement for sex equality on both job attainment and job equality is to become a reality. (TA)

ED 130 016 CE 008 145

A Bill to Provide a Special Program for Financial Assistance to Opportunities Industrialization Centers in Order to Provide New Skills Training Opportunities, and to Other National Community Based Organizations to Provide Comprehensive Employment Services to Create One Million New Training and Job Opportunities.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Report No—HR-15066

Pub Date 76

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Organizations, *Educational Legislation, Educational Programs, Employment Opportunities, *Employment Services, *Federal Legislation, Federal Programs, *Industrial Training, *Job Training, National Programs, *Program Development, Skill Centers

Identifiers—Opportunities Industrialization Centers

Topic headings in the bill are declaration of policy and purpose, program authorization, contract provisions, special conditions, definitions, and authorization of appropriations. (WL)

ED 130 017 CE 008 153

Ford, Henry J. And Others

Feasibility of Extension of Selected GED Services to USAR and ARNG. Final Report.

Office of the Adjutant General (Army), Washington, D.C.

Report No.—ED-76-01

Pub Date Apr 76

Note—139p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Benefits, Educational Development, Federal Programs, *Military Personnel, Program Evaluation, *Student Financial Aid, Tuition Grants, *Veterans Education

Identifiers—Army National Guard, Army Reserve, General Educational Development, United States

This report addresses the extension of selected educational benefits to the Army Reserve (USAR) and Army National Guard (ARNG). The current Army General Education Development (GED) program is described, and a literature review of the effects of education upon military performance is included. A concept of extending tuition assistance to the Reserve and National Guard is developed, and recommendations pertaining to the design and cost of this concept are offered. Over half of the report is appendices: Study Directive; House Rule 96; Department of Defense Proposal; GED Program Report; Questionnaires; Comments on Existing USAR Programs; ARNG Programs; Impact/Opinion Statements; and References. (WL)

ED 130 018 CE 008 154

Wool, Harold

The Labor Supply for Lower Level Occupations. R&D Monograph 42.

National Planning Association, Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date 76

Note—116p.; Table 10 (Reduced Form Wage Equation Elasticities...), will not reproduce well due to small type

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 029-000-00266-5, \$1.85)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Employment Projections, *Employment Trends, History, *Labor Force, Labor Market, *Labor Supply, *Manpower Needs, Occupational Surveys, Socioeconomic Influences, *Unskilled Occupations, Wages

This monograph systematically explores the implications of changes in the composition of the labor force and of related socioeconomic trends for the availability of workers in lower level occupations (mainly less skilled and/or lower wage blue-collar and service jobs), and assesses the forms of labor market adjustment to be expected, in the event that the projected demands for workers in these occupations exceed the expected supply. After a brief introduction (Chapter 1), findings are summarized as follows: Chapter 2 describes the criteria used to identify "lower level" occupations for this study; Chapter 3 provides a broad historical perspective on past sources of workers for these occupations; the occupational and labor supply trends in the 1960-70 decade are described in more detail in Chapter 4; Chapter 5 analyzes the relationship between labor supply factors and relative wages in lower level occupations, based on recent experience; Chapter 6 gives the implications of projected changes in the size and composition of the labor force to 1985 for availability of workers in these occupations; Chapter 7 examines recent employment trends in four selected lower level occupations on

a "case study" basis, to provide more insight as to the factors which may influence future adjustments to changes in worker availability for those and similar jobs; some of the manpower policy implications of the study are discussed in Chapter 7; and Chapter 8 presents an assessed outlook for lower level employment and includes the National Planning Association's (NPA) policy recommendations. (WL)

ED 130 019 CE 008 155

Changing Times for the Adult Correctional Educator.

Pub Date 76

Note—13p.; Paper presented at the Correctional Education Association International Conference (31st, University of South Florida, Tampa, Florida, July 14, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Education Programs, *Correctional Education, *Educational Trends, Post Secondary Education, *Prisoners, Speeches

Identifiers—United States

This paper discusses the new trends geared toward providing educational services to prisoners in correctional institutions. Correctional educators are attempting to help prisoner/students identify realistic goals and to develop the necessary coping skills to achieve them. The average age and educational level of federal prisoners has increased. (The average age of federal incarcerated offenders is 30 years, the average educational achievement level 9.7 years. Forty percent of the population have completed at least the twelfth grade and only 5% have not completed at least the eighth grade. Fifty percent of federal prisoners have an "average" intelligence score and 37% have an above average score; 13% test at lower than average. It is estimated that between 40 and 50% lack a marketable skill.) Correctional learning centers are much better equipped with the latest equipment to be used as instructional materials. Many states have now formed correctional school districts, which have a built-in provision of funds and related support by State Departments of Education. Efforts are being made to discourage prisoners from enrolling in these vocational and educational programs only to impress their parole boards. Correctional institution contracts with individual teachers, community and junior colleges, area vocational-technical schools, and universities to provide instructions are increasing. Increased service such as wider ranges of courses and library uses are being encouraged. Staff development is a major thrust area for personnel working with correctional institution educators. (WL)

ED 130 020 CE 008 157

Beyond the Barred Door.

Pub Date 76

Note—8p.; Paper presented at the National Conference, California Community Colleges, Community Services Association (San Diego, California, March 3, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Education Programs, *Correctional Education, Federal Programs, *Higher Education, Post Secondary Education, *Prisoners, Speeches

Identifiers—United States

An increasing number of correctional institutions and institutions of higher education (community and junior colleges, postsecondary vocational-technical schools as well as 4-year colleges and universities) are involved in providing prisoner/students educational opportunities to help prisoners (1) establish new personal and social contacts, (2) examine alternative life styles, and (3) acquire education and training credentials in order to enhance job opportunities. A number of federally funded demonstration projects and assistance programs have encouraged such activity. In 1975 in the Federal system, 3,000 prisoner/students enrolled in college courses. They earned 179 college degrees, 158 two-year degrees, 19 baccalaureate degrees, and two Master's degrees in that year. Estimates are that from 1% to 5% (2,500 to 12,500) of all U. S. prisoners are enrollees in some form of higher education. (WL)

ED 130 021 CE 008 158

Guiding Principles for Responsible Packaging & Labeling. Report of the Sub-Council on Packaging and Labeling of the National Business Council for Consumer Affairs.

Spons Agency—Department of Commerce, Washington, D.C.

Pub Date Jun 72

Note—10p.; For related documents see CE 008 158, 008 160-166, and 008 168-169

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.55)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Policy, *Business Responsibility, *Consumer Protection, Government Role, *Guidelines, *Merchandise Information

An Advisory Committee reports the results of their efforts in identifying and anticipating consumer problems with packaging and labeling practices and in formulating voluntary action programs in this area. Listed are 13 principles that businesses should provide and/or consider in packaging and labeling consumer products. A bibliography of source materials is included. (SH)

ED 130 022 CE 008 160

Guidelines on Advertising Substantiation. Report of the Sub-Council on Advertising and Promotion of the National Business Council for Consumer Affairs.

Spons Agency—Department of Commerce, Washington, D.C.

Pub Date Sep 72

Note—18p.; For related documents see CE 008 158, 008 160-166, and 008 168-169

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 0300-00365, \$0.40)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Policy, *Business Responsibility, Consumer Protection, Government Role, *Guidelines, *Merchandise Information, *Publicize

These guidelines are intended broadly to promote ultimate consumer satisfaction with performance of products as related to consumers' understanding of claims made for those products. Although the guidelines should be of interest to all concerned with the subject of claims documentation, they were developed particularly for advertisers in the development of individual corporate principles and procedures relating to claims documentation. Topics covered are: (1) The Importance of Advertising, (2) The Role of Government in Advertising, (3) The Responsibility of Advertisers: Thirteen Guidelines, (4) Review and Substantiation Procedures within a Company, and (5) Implementation of Guidelines. The appendix provides illustrative samples of advertising policies from two packaged food manufacturers, an advertising agency, an automobile manufacturer, a laundry and personal product manufacturer, a major television network, and an industry association. (SH)

ED 130 023 CE 008 161

Corporate Policies and Procedures on Advertising & Promotion. Report of the Sub-Council on Advertising and Promotion of the National Business Council for Consumer Affairs.

National Business Council for Consumer Affairs, Washington, D.C.

Spons Agency—Department of Commerce, Washington, D.C.

Pub Date Sep 72

Note—66p.; For related documents see CE 008 158, 008 160-166, and 008 168-169

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 5274-00003, \$1.25)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrative Personnel, *Administrative Policy, *Business Responsibility, Concept Formation, *Consumer Protection, Government Role, Management, *Merchandising, Organizational Development, *Publicize

This report is the result of efforts to encourage thoughtful individual corporate action in maintaining up-to-date internal policies and procedures relating to the functions of advertising and promotion. Information for the report was gathered by sending letters to the chief executives of major national advertisers requesting a personal review of their companies' procedures and policies. Major headings are The Council, the Project, and the Reasons for the Report; Some Definitions, Changing Boundaries, and Recognition of Roles; Identification of Policy and

Procedures, Suggestions for Implementation, and Awareness of Values; Summary of the Response, Replies to Specific Questions, and Comments Volunteered, and In Summary, the Need for Individual Initiative and Continuing Review. Final recommendations relating to developing and implementing corporate advertising and promotion policies and procedures are fully explained in the body of the report and are stated briefly in the summary section. The appendixes include letters to national advertisers from the Secretary of Commerce and the sub-council (Appendix A) and some specific examples of policies and procedures (Appendix B). (SH)

ED 130 024 CE 008 162
What Does Advertising Do for the Consumer?
 Resource Paper Prepared by the Sub-Council on Advertising and Promotion of the National Business Council for Consumer Affairs.

National Business Council for Consumer Affairs, Washington, D.C.

Spons Agency—Department of Commerce, Washington, D.C.

Pub Date Nov 72

Note—18p.; For related documents see CE 008 158, 008 160-166, and 008 168-169

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.35)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Business Responsibility, *Consumer Protection, Economics, *Merchandising, *Publicize, Research, Socioeconomic Influences

The report gives a picture, drawn from consumer research, of how the consumer perceives and uses advertising and establishes that the service advertising performs is at least comparable in value to the service it performs for manufacturers. Two major headings are included: (1) Advertising and the Consumer clarifies the terms, "advertising" and "consumers" and notes how advertising and the major social and economic changes over the past 10 years have affected the consumer, especially the housewife; and (2) The Social Criticisms of Advertising lists and explains the criticisms and benefits of advertising. A suggested reading list is included. (SH)

ED 130 025 CE 008 163
Responsive Approaches to Consumer Complaints and Remedies. Report of the Sub-Council on Complaints and Remedies of the National Business Council for Consumer Affairs.

National Business Council for Consumer Affairs, Washington, D.C.

Spons Agency—Department of Commerce, Washington, D.C.

Pub Date Oct 72

Note—21p.; For related documents see CE 008 158, 008 160-166, and 008 168-169

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.70)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Business, *Business Responsibility, *Conflict Resolution, *Consumer Economics, *Consumer Protection, Purchasing

The report urges that every seller review, and where necessary modernize, his internal complaint-handling procedures and his methods for resolving disputes in the light of the following recommendations: (1) The handling of consumer complaints should be swift, personalized, courteous, and as effectively managed as any other function of prime importance to the company, including increased personnel training in the handling of consumer communications, complaints follow-up, and appropriate involvement by senior management; (2) the money-back policy should be fully explored by companies not now offering it, and should be adopted wherever feasible as a means to resolve directly disputes with consumers; and (3) where refunds are not a practical course of action, the feasibility of third party complaint settlement procedures such as mediation and arbitration should be considered by sellers as an alternative form of redress. In addition to expanding on these recommendations, the report includes two case studies designed to illustrate the every-day application of these suggested approaches to consumer redress. (WL)

ED 130 026 CE 008 164
Product Performance and Servicing: An Examination of Consumer Problems and Business

Responses. Report of the Sub-Council on Performance and Service of the National Business Council for Consumer Affairs.

National Business Council for Consumer Affairs, Washington, D.C.

Spons Agency—Department of Commerce, Washington, D.C.

Pub Date Sep 73

Note—58p.; For related documents see CE 008 158, 008 160-166, and 008 168-169

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 5274-00010, \$1.15)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Business, *Business Responsibility, *Consumer Economics, *Consumer Protection, *Electrical Appliances, Motor Vehicles, Producer Services, Services

This report discusses consumer and corporate problems associated with product performance and servicing of consumer durables (such as automobiles, large and small appliances, and televisions and phonographs), and outlines action which should be taken by manufacturers, trade and professional associations, and government to assure quality and responsiveness in this area. The report is divided into four main parts: (1) Rationale of the committee report, (2) before-sale activities (design, product assurance, product assurance system elements, product engineering, product standards and design, manufacturing and quality control, and transportation), (3) during-sale activities (product information, use, care, and service), and (4) after-sale activities (service personnel recruitment and training, job status, job qualifications, vocational education and the service industry, manufacturer service training, service personnel certification programs, estimating service fraud, licensing, code of responsible servicing practices, replacement parts availability, and complaint resolutions). The 18 recommendations, and the code of responsible servicing practices are included. (WL)

ED 130 027 CE 008 165
Product Warranties: Business Guidelines to Meet Consumer Needs. Report of the Sub-Council on Warranties and Guarantees of the National Business Council for Consumer Affairs.

National Business Council for Consumer Affairs, Washington, D.C.

Spons Agency—Department of Commerce, Washington, D.C.

Pub Date Dec 72

Note—34p.; For related documents see CE 008 158, 008 160-166, and 008 168-169

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 5274-00007, \$0.75)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Business, *Business Responsibility, *Consumer Economics, *Consumer Protection, Producer Services, Services

In this report prepared to assist the business community in undertaking its responsibility to reexamine warranty policies and practices in the light of consumer expectations, it is recommended that the following policies and practices be adopted by businesses and trade associations: (1) Product warranties should be effective for a period sufficient to allow latent defects to surface, (2) product warranties should be transferable to subsequent owners during period of coverage, (3) manufacturers should provide clear, complete, and simple product and warranty literature for sales personnel and consumers' use, (4) written warranties should be expressed clearly and simply, (5) trade associations should establish and coordinate industry-wide programs of warranty simplification and clarity, (6) warrantors should systematically and periodically review warranty service policies and programs to eliminate unnecessary constraints inhibiting good service. Similarly, positive incentives should be adopted to encourage effective warranty service, (7) warrantors should regularly review warranty policies on compensation to servicing agencies to insure that they adequately cover all reasonable expenses, (8) warrantors should establish direct working relationships with consumer protection agencies and assist these agencies in resolving consumer problems, and (9) warrantors should encourage and support autonomous industry-wide consumer complaint review panels established by trade associations. (WL)

ED 130 028 CE 008 166
Safety in the Marketplace: A Program for the Improvement of Consumer Product Safety.

National Business Council for Consumer Affairs, Washington, D.C.

Spons Agency—Department of Commerce, Washington, D.C.

Pub Date Apr 73

Note—98p.; For related documents see CE 008 158, 008 160-166, and 008 168-169

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 5274-00009, \$1.75)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Accident Prevention, Business, *Business Responsibility, Consumer Education, *Consumer Protection, Federal Legislation, Government Role, *Safety, Safety Education, Standards

Identifiers—*Consumer Product Safety Act, Consumer Product Safety Commission

Prepared under the auspices of the National Business Council for Consumer Affairs by its Sub-Council on Product Safety, this report is part of a program to advise the federal government on voluntary activities by the business community which would help consumers. Contents include analysis, conclusions and recommendations relating to manufacturers, retailers, voluntary standards organizations, product testing laboratories, trade associations, and government under the topics of (1) The Manufacturer's Role, (2) Product Safety Standards, (3) The Retailer's Role; and (4) Public Safety Awareness. Particular emphasis is given to those private sector activities which relate to effective operation of the new Consumer Product Safety Commission established by the Consumer Product Safety Act enacted by the Congress late in 1972. The text of the act is provided in the appendix. The 14 recommendations presented throughout this report relate to those actions concerning product safety which ought to be considered by all parts of the economy, particularly the corporate sector. (WL)

ED 130 029 CE 008 168
Financing the American Consumer: A Business Report on Consumer Credit. Part I—Summary Report. Report of the Sub-Council on Credit and Related Terms of Sale of the National Business Council for Consumer Affairs.

National Business Council for Consumer Affairs, Washington, D.C.

Spons Agency—Department of Commerce, Washington, D.C.

Pub Date Nov 72

Note—38p.; For related documents, see CE 008 158, 008 160-166, and 008 168-169

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 5274-00004, \$0.85)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Business, *Business Responsibility, Consumer Education, *Consumer Protection, *Credit (Finance), *Financial Services

Individuals and organizations administering consumer credit services are urged to adopt the following recommendations and the Code of Billing and Collection Practices (also included): (1) Credit grantors should support continuing educational programs at national and local levels on the nature of the consumer credit system. (2) Whenever possible, credit granting systems should avoid passing costs on to non-credit users. (3) Credit grantors should continue to use ability and willingness to repay as the principal determining factors in decisions relating to the extension of credit. (4) Consumer credit granting criteria should be the same for men and women. (5) Credit grantors should update customer credit ratings on a regular basis, or upon request. (6) Credit rating systems should not unfairly discriminate between types of income. (7) Credit grantors should support the establishment of professional credit counseling services for consumers. (8) The states should use the uniform consumer credit code as the basis for modernizing their consumer credit statutes. (9) Government agencies at all levels should avoid actions which unnecessarily erode consumer credit information systems. (10) Credit grantors should develop, support, and encourage consumer educational programs on personal money management. (11) Financial institutions should avoid financing the purchase of products or services sold by unethical merchants. (Committee reports

on which these recommendations were based are presented in Part II, a related document.) (JT)

ED 130 030 CE 008 169

Financing the American Consumer: A Business Report on Consumer Credit. Part II—Committee Reports. Report of the Sub-Council on Credit and Related Terms of Sale of the National Business Council for Consumer Affairs.

National Business Council for Consumer Affairs, Washington, D.C.

Spons Agency—Department of Commerce, Washington, D.C.

Pub Date Nov 72
Note—74p.; For related documents see CE 008 158, 008 160-166, and 008 168-169

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Stock No. 5274-00005, \$0.95)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Business, *Business Responsibility, Consumer Economics, Consumer Education, *Consumer Protection, *Credit (Finance), *Financial Services

A companion volume to Part I—Summary Report, this volume contains the reports of four committees. Topics are: (1) The Role and Functioning of Consumer Credit (consumer credit and social policy, consumer credit and economic growth, structure of the consumer credit market, the economics of consumer credit, credit revenues, credit costs, and a model consumer credit market); (2) Credit Criteria and Availability (credit criteria, a consideration of government roles in providing credit to low income consumers, and the overextension of credit); Consumer Credit Billing Practices (communication to the customer, customer inquiries and complaints, and posting of credits); and (4) Creditors Remedies and Collection Practices (the nature of the problem, what ethical creditors can do, credit policy and collection expenses, the delinquent debtor, the collection process, debtor grievances, A Code of Ethical Credit Grantors, and limiting factors). (WL)

ED 130 031 CE 008 171

McEaddy, Beverly Johnson

Women Who Head Families: A Socioeconomic Analysis. Special Labor Force Report 190.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date Jun 76

Note—12p.

Journal Cit—Monthly Labor Review; Jun 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Age, Economic Disadvantage, Economic Research, Employment, Employment Patterns, *Employment Statistics, *Employment Trends, Family Status, Fatherless Family, Females, *Heads of Households, Income, Labor Force, Occupations, One Parent Family, Race, *Socioeconomic Status, Trend Analysis, Unskilled Labor, *Working Women

This report describes the socioeconomic conditions of women who are heads of families noting that the accelerated growth of families headed by women in recent years, especially since 1970, has been of concern in part because one out of every three, as compared to one of every eighteen of the families headed by men, is living at or below what is generally defined as the poverty level. The report provides statistical data concerning the age, race, and marital status of families with women as heads of households. Included also is data on labor force participation, occupations, children, and income of female heads of households in comparison to men. Conclusions drawn from the data include these: The number of poor families headed by women is continuously rising, while that of men is steadily falling, and for several million of these women the barriers impeding the climb continue to be inadequate training and education for the current job market, and, in some cases, heavy child care responsibilities. (WL)

ED 130 032 CE 008 179

Lewis, Hylan And Others

Improving Employment Possibilities for Female Black Teenagers in New York City. Final Report.

Metropolitan Applied Research Center, Inc., New York, N.Y.; Northside Center for Child Development, New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date May 76

Grant—42-36-73-03

Note—262p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Age, Career Choice, Economic Research, Employment, *Employment Potential, Expectation, *Females, Manpower Development, Motivation, Negro Attitudes, *Negroes, Orientation, *Peer Counseling, Peer Groups, Peer Relationship, Race, Sex (Characteristics), Teenagers, Unemployed, Unemployment, Vocational Counseling, *Work Attitudes

Identifiers—New York (New York)
A project tested the effect of sponsored peer group interaction and supports on the job behavior and orientation to work of young black women in New York City. Peer group aides and staff of the Careers Project at Northside Center for Child Development worked with a control group to facilitate preparation for employment. Analysis shows that practically every member of the experimental control group held a job at some point during the program as compared with slightly more than one-third of the control group. Whether the young women were in school or out of school, and had looked for a job or had not looked for a job made differences in their view of job possibilities and of education. The peer group mechanism seemed effective in dealing with some aspects of the interplay among race, sex, and age in work behavior and expectations. (Author/WL)

ED 130 033 CE 008 182

Hampden District Regional Skills Center. Orientation & Assessment. Description & Objectives.

Hampden District Regional Skills Center, Springfield, Mass.

Pub Date 76

Note—22p.; Page 2 will not reproduce well due to faint type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Counseling Programs, Educational Assessment, Occupational Guidance, *Orientation, Program Descriptions, *Skill Centers, *Testing Programs, *Unemployed, Vocational Aptitude, Vocational Counseling, Vocational Interests

This booklet describes a 5-day orientation and assessment program (for economically disadvantaged people who are unemployed and have no marketable skill) designed (1) To determine the trainees' level of learning, his aptitudes, attitudes, abilities, behaviors and interests in the employment field; and (2) to introduce the trainee to the world of work. Test batteries used by the counseling staff are described briefly: The General Aptitude Test Battery, designed to measure abilities in non-specific areas; the General Clerical Test, designed to measure aptitudes related to clerical work; the Kuder Preference Record, used to locate various occupational interest clients may have; the Bennett Mechanical Comprehension Test, used to show understandings of the relationships of physical forces and mechanical elements in practical situations; the inter-American series, designed to determine reading and ability of Spanish-speaking people; and the Test for Adult Basic Education, used to determine reading, mathematics and language achievement level. Objectives for the orientation and the assessment components are listed and brief descriptions are given of the various assessment units: Work sampling, "hands on" occupational assessments, physical health and hygiene, physical examination, and vocational counseling. (WL)

ED 130 034 CE 008 208

Hoyt, Kenneth B.

K-12 Classroom Teachers and Career Education: The Beautiful People. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—68p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 017-080-01537-4, \$0.90 plus postage)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Career Awareness, *Career Education, *Career Exploration, Community Involvement, Conference Reports, Conferences, Elementary Secondary Education, Student Teacher Relationship, *Teacher Attitudes, Teacher Behavior, *Teacher Role, Teaching Methods

The role and function of K-12 classroom teachers in career education and the evolving concept of career education are described in this monograph through reporting the thoughts and actions of 49 teacher participants in four career education miniconferences. The contents of this report are organized around six topics: (1) Career education and instruction, (2) the process of career education, (3) the substance of career education, (4) career education, the teacher, and the broader community, (5) perceived benefits of career education, and (6) prospects for career education and the classroom teacher. Critical issues are identified and discussed which other professional classroom teachers must resolve for themselves as they make decisions concerning career education. Responses by conference participants to the question, "What keeps me going in career education?" and a directory of participants are appended. (TA)

ED 130 035 CE 008 223

Exemplary Projects. A Program of the National Institute of Law Enforcement and Criminal Justice.

National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date 76

Note—21p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 027-000-00440-7, \$0.60, minimum charge of \$1.00 for each mail order)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Community Service Programs, Counseling Services, Crime, Criminal Law, *Justice, *Law Enforcement, *Police Action, Program Descriptions, Program Evaluation

Issued by the Exemplary Projects Program, this document systematically identifies 19 outstanding criminal justice programs throughout the country and verifies their achievements, with the goal of encouraging widespread use of advanced criminal justice practices. Details on the operating methods, budget, staffing, training requirements, potential problem areas, and measures of effectiveness are given for each program, along with evaluation methods which allow other localities to gauge their own success and shortcomings. Detailed criteria (used by the Office of Technology Transfer) for exemplary project selection and nomination procedures are appended. (WL)

ED 130 036 CE 008 224

Magness, P. J., Ed.

Annotated Bibliography of the Personnel Research Division Reports (1973-1975).

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Pub Date May 76

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, Aptitude, Attitudes, Enlisted Personnel, Individual Characteristics, Measurement, *Military Personnel, Motivation, Personnel Data, Personnel Evaluation, Personnel Management, Prediction, *Research

Identifiers—*Air Force

An annotated bibliography of 60 technical reports and publications on research conducted by the Personnel Research Division of the Air Force Human Resources Laboratory (AFHRL) is presented. Research covers the identification and measurement of individual aptitude, motivation, morale, attitude, and environment factors. Keyword and personal author indexes are included. (SH)

ED 130 037 CE 008 227

Cameron, Harrison J., Ed. Malsbary, Dean R., Ed.

A Handbook and Curriculum Guide for Business Education for the State of Connecticut.

Connecticut State Dept. of Education, Hartford. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—243p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Business Education, Business Skills, Business Subjects, Course Content, Course Objectives, Enrichment Programs, *High School Curriculum, *Office Occupations Education, Secondary Education, State Cur-

14 Document Resumes

riculum Guides, Teacher Education, Teacher Qualifications, Teaching Guides, Teaching Methods, Teaching Procedures, Teaching Techniques, Vocational Development Identifiers—Connecticut

This curriculum guide is divided into ten major areas or chapters. Chapter 1 gives an overview of the history of business education in Connecticut. Chapter 2 presents a philosophy and the objectives of business education. Chapter 3, on Program, contains curricular considerations in business education and adult or continuation programs. Considerations are also given for supplying the physical needs for and evaluating of the business education program. Chapter 4 covers the career development aspects such as the world of work—job opportunities in business, guidance for the business student, youth and the survey as an important contributor to business education. Chapter 5, on Professional Personnel, includes teacher qualifications and professional development, professional personnel includes teacher qualifications and professional development, and the business teacher and the metric system of measurement. Chapter 6 is divided into five categories for five different subject areas: basic business, cooperative work experience, distributive education, quantitative, and secretarial. Objectives, course content, methods, and evaluation procedures are listed for several courses in each subject area. Chapter 7 gives suggested specific teaching techniques for selected business subjects. Chapter 8 offers examples of short or enrichment courses offered in the business departments of Connecticut schools. Selected professional references and a selected bibliography arranged by subject area and a bibliography on business careers and simulations are covered in Chapters 9 and 10. (HD)

ED 130 038 CE 008 231

Isaacson, Annette

You've Got It, Danny! Language Development in Graphic Arts.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Pub Date Jun 76

Note—102p.; Page 59, containing two illustrations of bus schedules, will not reproduce well due to small, faint type

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103, Kilmer Campus, Rutgers University, New Brunswick, N. J. (\$2.50 plus postage)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Elementary Education, *Graphic Arts, Intermediate Grades, Job Application, *Language Development, *Learning Activities, Printing, *Skill Development, Teaching Guides, Vocational Development

This language development activity book is for students who are being trained in one or more skills in the graphic arts industry. It can be used either as an introductory experience for beginning students or as a review for advanced students. Terms of the trade and related business vocabulary are introduced and reinforced through a 9-chapter story, seven sequential lessons on off-set lithography procedures, a variety of language development exercises, and a glossary of over 140 graphic arts and business terms. It is suggested that the lessons pertaining to vocational skills be given in conjunction with the student's shop experience. A separate answer key section is provided. (SH)

ED 130 039 CE 008 233

Stem, Sandra S.

I Care for My Home.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Pub Date Jul 76

Note—278p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103, Kilmer Campus, Rutgers University, New Brunswick, N. J. (\$3.50 plus postage)

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Daily Living Skills, Elementary Education, *Homemaking Education, *Homemaking Skills, Home Management, *Learning Activities, Lesson Plans, Teaching Guides

Useful as an aid to both student and teacher, this manual is full of practical experiences (in lesson form) that the student will one day incorporate into her/his own life. Four units are included: Homes (3 lessons), Care of the Home (21 lessons), Laundry Care (10 lessons), and Safety (11 lessons). Each lesson includes a stated objective, vocabulary, and explanatory statements concerning the nature of the lesson's activities. Illustrations are provided throughout the manual, and a glossary is appended. (SH)

ED 130 040 CE 008 234

Kessman, William A.

Automobile Maintenance. Reading and Language Activities.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Pub Date Jul 76

Note—87p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$2.00 plus postage)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Auto Mechanics, *Basic Skills, Curriculum, *Language Skills, *Learning Activities, Lesson Plans, *Maintenance, Reading, Special Education, Special Programs, Vocational Education

Designed primarily for special needs students in a vocational program in automobile maintenance, this book was written to refine the basic skills of following directions, reading comprehension, vocabulary building, spelling, word usage, and word recognition, while relating these skills to some of the tasks a beginning student in the program must know. Ten lessons are included: (1) A New School, (2) A New Shop, (3) Auto Shop Safety, (4) Cleaning the Interior of a Car, (5) Washing a Car, (6) Polishing and Waxing a Car, (7) Changing the Oil, (8) Changing an Oil Filter, (9) Lubricating the Chassis, and (10) Mounting a Tire. Each lesson lists key words and provides six to seven student exercises. Answers to the lessons are included in a separate Answer Key section. (SH)

ED 130 041 CE 008 240

Kern, Richard P.

Analyses of WIN Team Functioning and Job Requirements, Final Report: Duties Performed and Style of Functioning, in Relation to Team Effectiveness. Technical Report 72-12.

Human Resources Research Organization, Monterey, Calif. Div. 3.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—HumRRO-TR-72-12

Pub Date Apr 72

Contract—51-49-70-03

Note—150p.

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Counseling Services, Counselor Role, Data Analysis, Employment Services, Group Relations, Interpersonal Competence, *Job Analysis, Personnel Evaluation, Personnel Management, Program Development, *Program Effectiveness, Program Evaluation, *Staff Improvement, Staff Role, Staff Utilization, Tables (Data), Team Training, *Teamwork, Training Techniques, *Vocational Counseling, Vocational Development

Identifiers—WIN, *Work Incentive Program

Data were collected from a total of 110 WIN (Work Incentive Programs) Employability Development Teams to obtain information regarding the staffing composition of WIN teams, the extent to which distribution of job effort among team members emphasizes duty area specialization by job position title, the style of functioning in making client-oriented decisions, and the extent to which these factors contribute to the teams' effectiveness in the accomplishment of team and client goals. Major findings and recommendations showed and suggested that: (1) The more effective teams are those that deemphasize the separation among job position specialties in distributing the teams' work activities; (2) guidelines for staffing of WIN teams should consider four basic job position specialties instead of the current five. (These four are coach, counselor, job developer, and the clerical position.

The work-training specialist position was deleted.); (3) it is important that all team members receive team training as a necessary condition for its impact on team performance; and (4) teams located in areas of relatively low unemployment routinely refer enrollees considered not job-ready to WIN Orientation and use this period of enrollment to interact with them in developing employability goals and plans. (TA)

ED 130 042 CE 008 247

Dunnette, Marvin D. Motowidlo, Stephan J.

Police Selection and Career Assessment.

Personnel Decisions, Inc., Minneapolis, Minn.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Nov 76

Grant—73-N1-99-0018-G; 74-N1-99-0001-G

Note—208p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 027-000-00390-7, \$2.85)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Aptitude Tests, Employment Qualifications, *Evaluation Methods, Job Placement, *Occupational Tests, Performance Tests, *Personnel Evaluation, Personnel Management, *Personnel Selection, *Police, Promotion (Occupational), Psychological Evaluation, Simulation, Test Construction, Test Reviews, Test Validity

Identifiers—*Police Career Index

Research was conducted to develop the Police Career Index (PCI) and the regional assessment center exercises to provide a total personnel evaluation system to help police departments screen applicants, evaluate on-the-job performance of officers eligible for promotion, and gauge a person's suitability for police work. The PCI is based on actual performance criteria developed through cooperation with police officials in nine cities throughout the country. It measures how well an individual might handle four different police jobs—patrol officer, patrol sergeant, investigator-detective, and mid-level commander. This easily administered, objectively scored written test screens out high-risk applicants. Those who register borderline scores are referred to a regional assessment center where a series of police job simulations elicit behavioral indicators of potential for success in various aspects of police work. Local departments may wish to consider the 2-fold system, tested with good results in several cities. About half of this report consists of description of the research to develop and validate the PCI and the assessment center exercises. Appendices include job description booklets for precinct patrolman, investigative personnel, sergeants, and intermediate commanders (about 50 pages). The remainder is research data tables. (TA)

ED 130 043 CE 008 256

Hoyt, Kenneth B.

Career Education and Work Experience Education: Can We Join Together?

Pub Date 76

Note—11p.; Speech presented to the Western Association of Cooperative and Work Experience Educators (Las Vegas, Nevada, February 7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Education, *Cooperative Education, Coordinators, *Educational Experience, Educational Objectives, Interagency Cooperation, School Community Cooperation, *School Industry Relationship, Speeches, *Work Experience

Career education and work experience education are discussed in terms of the common goal of education as preparation for work, and three basic common values: (1) The importance of work to both individuals in society and to society itself, (2) the need for and potential of experiential learning, and (3) the need to involve the formal education system and the business-labor-industry-professional community in a collaborative relationship in ways that will expand student learning opportunities. Basic career education concepts are compared with work experience concepts. The concept of work, as a humanizing term, is discussed, along with implications for change in the role and function of work experience educators. The goal of this paper is to provide work experience educators with some

basis for determining their own directions for professional change growing out of the career education concept. One point noted is that the career education concept considers work experience, in addition to that found in classrooms per se, to be an important opportunity to be made available to all students. (TA)

ED 130 044 CE 008 258

Hoyt, Kenneth B.
Career Education and the Marshmallow Principle.
Pub Date 76

Note—12p.; Speech presented at the Georgia Personnel and Guidance Association's Winter Conference (Macon, Georgia, January 23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Education, *Change Strategies, Conceptual Schemes, *Educational Change, Educational Experience, Educational Needs, Educational Principles, *Educational Strategies, *Program Development, Speeches, Student Needs, Work Experience

The "Marshmallow Principle" introduced in this paper is stated as follows: "External pressure exerted on an organization to change its basic structure will, for as long as that pressure is applied, cause the organization's structure to bend and assume a new shape. Once the pressure is removed, the organization will reassume its original shape. Basic change in organizational structure is accomplished only when the key functionaries within that organization make an internal commitment to change." The author believes that when applied to American education, this principle addresses the need for internal changes in commitment among professional educators. How the principle is being accommodated in 11 basic strategies for accomplishing change embodied in the career education concept (which is seen as a positive application of the principle) is illustrated. Finally, a plea is made for continuing collaborative efforts on behalf of career education, which if successful will motivate professional educators and the public to decide for themselves to change the nature, structure, format, and delivery system of American education at all levels. (TA)

ED 130 045 CE 008 259

Hoyt, Kenneth B.
"Everyone's Favorite Solution" Can't Be All Bad:
A Reply to James O'Toole.
Pub Date 75

Note—14p.; Speech given before the Washington Vocational Association (Yakima, Washington, August 18, 1975). For the related document, "The Reserve Army of the Underemployed" by James O'Toole, see ED 109 509

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Education, Cooperative Planning, Educational Accountability, Educational Experience, Educational Programs, *Educational Strategies, Program Attitudes, *Program Effectiveness, *Relevance (Education), Speeches, Vocational Development, *Vocational Education, Work Experience

The author considers one section of a document (Everyone's Favorite Solution in "The Reserve Army of the Underemployed") by James O'Toole to be an attack on vocational education in which seven charges are made. The charges are rebutted with the intention of illustrating the positive contributions that vocational education can make to the goals of career education. It is noted that any long-run strategy (for solving the education/work dilemma in general, or the problems of the underemployed in particular) that ignores or fails to take full advantage of vocational education will be both unwise and unproductive. Vocational education is not viewed as the sole answer, but as an essential element in a total career education strategy since, according to the author, the career education concept would never be made an operational reality unless all concerned with this movement recognize and embrace the goals and objectives of vocational education. (TA)

ED 130 046 CE 008 261

Hoyt, Kenneth B.
Career Education and the Business-Labor-Industry Community.
Pub Date 75

Note—8p.; Speech presented at the National Apprenticeship and Training Directors Conference (Washington, D.C., June 10, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Education, *Cooperative Education, Cooperative Planning, Educational Experience, Educational Objectives, Interinstitutional Cooperation, *School Community Cooperation, *School Industry Relationship, Skill Development, Speeches, Technological Advancement, Vocational Adjustment, *Vocational Development, Work Experience

The two areas of expertise involved in career education—education and work—make it obvious that career education cannot be effective if only educators are involved. That is why, from the beginning, career education has been pictured as a collaborative effort involving educators, the business-labor-industry community, and the home and family structure. Career education is needed for two basic reasons: (1) The world of schooling and the world of paid employment are out of kilter in the United States, and (2) the increasingly technological nature of society and rapid rate of change make it necessary that persons seeking to work be equipped with a combination of adaptability skills that will help them with change, and a set of job-specific skills that will enable them to enter the labor market. In its simplest form, career education is an attempt to help all individuals want to work, acquire the skills necessary to work in these times, and engage in work that is satisfying to the individual and beneficial to society. If the business-labor-industry community will join actively in this effort, it can become a reality. (TA)

ED 130 047 CE 008 263

Preparing Third Graders for Something Beyond
Fourth Grade. U. S. Director of Career Education
Shares the Responsibility with Business.
Pub Date 75

Note—9p.; Reprinted from Bell Telephone Magazine, March-April 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Policy, Business, *Business Responsibility, *Career Education, *Cooperative Education, Educational Needs, Organizational Communication, Program Administration, Program Coordination, Program Development, Question Answer Interviews, *School Industry Relationship, Work Experience Programs

Identifiers—United States

U. S. director of career education, Kenneth B. Hoyt, is interviewed on the subject of the relationship of business and industry to career education in the schools. He urges the business-industry community to collaborate with career education implementation in the schools. As part of this collaborative effort, businesses are asked to (1) provide a learning laboratory and opportunities for observation, work experience, and work study to students, and also to teachers, counselors, and administrators; (2) serve as resource persons in the classroom to show, demonstrate, and discuss the career implications of school subject matter; (3) actively cooperate with the placement problem; (4) donate equipment which can make the school more relevant; (5) urge educators to "do" career education; and (6) sit on advisory and policy committees regarding career education in order to move from a concept to a program of action. Questions of why career education has come about, public demand for career education, and the relationship of career education to the evolution of a post-industrial society are discussed. (TA)

ED 130 048 CE 008 267

Competency-Based Adult Education Report.
Bureau of Occupational and Adult Education (D-HEW/OE), Washington, D.C. Div. of Adult Education.
Pub Date Jul 76

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Guides, Adult Basic Education, *Adult Education, Adult Education Programs, Educational Resources, *Performance Based Education, Program Descriptions, Resource Guides

This resource guide for adult education personnel describes programs and publications on APL (Adult Performance Level) and Competency-Based Adult Education (CBAE). Includes: (1) Descriptions of APL examination programs developed by the American College Testing Program, (2) brief description of Missouri project on the identification of adult basic education teacher competencies, (3) annotations of six miscellaneous resources (slide/tape program, resource

books, catalogs, adult competency instruction guide, etc.), (4) short description of San Francisco State University staff development project, (5) a brief description of state directors' conference in Dallas, Texas, and (6) notes on APL activities at various conferences. Addresses for obtaining resources and more complete reports are included. (WL)

ED 130 049 CE 008 272

Mai-Dalton, Renate

The Influence of Training and Position Power on Leader Behavior. Organizational Research. Technical Report 75-72.

Washington Univ., Seattle. Dept. of Psychology. Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Department of the Army, Washington, D.C.; Office of Naval Research, Washington, D.C. Organizational Effectiveness Research Program.

Pub Date Nov 75

Contract—DAHC-19-73-6-0005; N00014-67-A-0103-0012; NR-170-761

Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Behavioral Science Research, Behavior Change, Behavior Patterns, *Contingency Management, Environment, *Individual Power, Laboratory Experiments, *Leadership Styles, *Leadership Training, Management, Models, *Motivation, Performance, Psychological Patterns, Social Behavior, Training

Identifiers—Contingency Model of Leadership Effectiveness, Fiedler (F E)

Using Fiedler's Contingency Model of Leadership Effectiveness, which postulates that the behavior of a leader depends on the interaction between leadership style and the degree to which the environment gives the leader control and influence, a study investigated the effects of training and changes in position power on the behavior of three types of leaders with different motivational systems. The leader style of female college students was measured by means of the Least Preferred Coworker (LPC) Scale, which identifies relationship-motivated, task-motivated, and independence-oriented leaders. To test if subject behaviors vary with the favorableness of the situation and the person's LPC score, an In-basket simulation was constructed. A 2 x 2 x 3 factorial design manipulated high and low position power (2) and training (2), and used subjects with high, middle, and low LPC scores (3). Dependent measures were seven behavior categories based on the subjects' displayed behaviors, scores on an uncertainty scale, and scores on the Wonderlic Personnel Test of educational achievement. Statistical analyses were performed to test three hypotheses. Conclusions from the findings include these: (1) Directing and pleading are situationally determined behaviors while searching for information as well as threatening and criticizing are the result of interaction between the situation and the personality of the subject, and (2) a relatively short and non-intense training program resulted in a search for information under different conditions. Data analysis and suggestions for further research are included in the report. A 20-item bibliography and four evaluation scales are appended: Manipulation check questions, group atmosphere scale, LPC scale, and uncertainty scale. (JT)

ED 130 050 CE 008 273

Mitchell, Terence R. Beach, Lee Roy

Expectancy Theory, Decision Theory and Occupational Preference and Choice. Organizational Research. Technical Report 75-75.

Washington Univ., Seattle. Dept. of Psychology. Spons Agency—Office of Naval Research, Arlington, Va.

Pub Date Dec 75

Contract—N00014-67-A-0103-0032; N00014-76-C-0193; NR-170-761

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavioral Science Research, Career Planning, Counseling, *Counseling Theories, Decision Making, Guidance Programs, Job Satisfaction, Mathematical Models, Occupational Aspiration, *Occupational Choice, *Occupational Guidance, *Predictive Measurement, Predictor Variables, Probability Theory, Research Methodology, Research Reviews (Publications), Syntax, Testing, Theories, Values, Vocational Counseling

Identifiers—Decision Theory, Expectancy Theory

Expectancy theory and decision theory research predicting occupational preference and choice were reviewed to assess the usefulness of such approaches. Each investigation produced substantial support for the use of such models suggesting that both theories can provide practical insights for occupational guidance and counseling. While theoretical, mathematical, and methodological differences exist among these approaches, they are based on a fairly similar, rational maximization principle. They assume that people will choose the occupations they believe will result in the greatest amount of benefit to them, provided there is a good chance they can actually attain a position in the occupation. The results of studies in occupational guidance and counseling are congruent with the foregoing. Providing people with accurate information about jobs and job outcomes facilitates adjustment and reduces turnover. The expectancy and expected value models provide solid, explicit ways in which people might use the information, their values, and expectations about the future in order to make the "best" possible choices; these models seem to be highly predictive. (TA)

ED 130 051 CE 008 276

Why Women Work.

Employment Standards Administration (DOL), Washington, D.C. Women's Bureau.

Pub Date Jul 76

Note—4p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Census Figures, *Employment, *Employment Statistics, Females, Labor Force, Motivation, Statistical Data, *Working Women. Women are reported to work for the same reasons men do—to provide for the welfare of themselves, their families, or others. Statistics from the Bureau of the Census and the Bureau of Labor Statistics, quoted for white and minority women workers, show that despite unfavorable economic conditions in the first quarter of 1975, an average of nearly 37 million women were in the labor force (working or looking for work) during the year. Of this number, almost 33.6 million were actually employed. Figures are quoted for the marital status of women workers, women heads of families, mothers with husbands present, wives whose husbands are unemployed or unable to work, and for women whose husbands are employed in low-wage occupations. (TA)

ED 130 052 CE 008 279

Hungerford, Jacklyn E.

A Career-Oriented, Free-Flow, Peer-Instructional System. Professional Paper 6-73.

Human Resources Research Organization, Alexandria, Va.

Report No.—HumRRO-PP-6-73

Pub Date Jun 73

Note—14p.; Paper presented to the statewide administrative staff of the California Bureau of Business Education (Los Angeles, California, January 5, 1972).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Business Education, *Career Education, *Career Planning, Individualized Instruction, *Instructional Systems, Job Skills, Learning Processes, Office Practice, *Peer Teaching, Programed Instruction, Secondary Education, Simulated Environment, *Simulation, Skill Development, Systems Approach, Teaching Techniques.

Identifiers—California

This model instructional system, developed for the office cluster of business occupations but having relevance for other curricula, is an approach to "modernizing" office education. Since there was a need for immediate job relevance of instruction and an integrated career progression, the instructional system is designed to be career- and performance-oriented, with self-pacing and individualized instruction, having immediate and detailed feedback to students and system managers. Through a systematic use of peer instruction in job simulation, the need for additional teachers and instructional materials is eliminated; peer instruction is also a low-risk, high-return instructional medium. Quality control in using the peer-instructional system is the responsibility of the qualified teacher. Establishment of flexible managerial capabilities within the system allows for efficient use of facilities and equipment, and precludes the need for additional expenditures in this direction. In addition, this flexibility provides ease of management in adjusting the system to accommodate increases or

decreases in student population and in the type and depth of curriculum. A flow chart of the system is provided. (TA)

ED 130 053 CE 008 287

Role Perceptions of the Position of Local Vocational Administrator in Alabama.

Alabama Research Coordinating Unit for Vocational and Technical Education, Montgomery.

Pub Date Mar 76

Note—114p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrative Personnel, *Administrator Characteristics, *Administrator Qualifications, *Administrator Role, Educational Research, Job Analysis, Program Administration, Program Planning, Resource Staff Role, *Role Perception, Superintendent Role, *Vocational Directors, Vocational Training Centers.

Identifiers—Alabama

The purpose of this study was to clarify the role of the local vocational director and area vocational center administrator in local education agencies. Through this role clarification, it is hoped that training programs can be more accurately geared to the development of competencies necessary to carry out the functions of the positions. The document includes an introduction to the study (objectives, definition of terms, review of related research), descriptions of procedures (population and sample selection, questionnaire development, collection of data), and the findings, which are presented in two sections: (1) Characteristics and Qualifications (level of education, teaching experience, work experience other than teaching, certification, training, and summary of qualifications and characteristics), and (2) Perceptions of Functions (perceptions of "ideal" functions of local directors, perceptions of "ideal" functions of area vocational center administrators, limitations of "actual" functions data, comparisons of "ideal" and "actual" functions, and recommendations). Appendixes (more than half of the document) contain data tables, samples of letters, and questionnaires. (HD)

ED 130 054 CE 008 297

McKinney, Floyd L., Ed. Sims, E. Norman, Ed. **Proceedings of a Series of Workshops on Writing Research and Development Proposals: A Final Report. Kentucky Research in Vocational Education Series, No. 2.**

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Oct 74

Note—163p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Administrative Personnel, *Educational Research, Educational Researchers, Evaluation Methods, *Reports, Research Coordinating Units, Research Directors, Research Methodology, Research Needs, *Research Proposals, Speeches, Technical Education, *Technical Writing, Vocational Directors, *Vocational Education, Workshops, Writing.

Identifiers—Kentucky

This book contains presentations made at a series of 3-day workshops held in Kentucky to prepare vocational educators to write proposals, progress reports, and final reports for research and development efforts. Workshop presentation included "Need for Research and Development in Vocational-Technical Education," by Robert Warmbrod, Alfred J. Manebach, and Elizabeth Ray; "Developing Ideas, Explaining and Stating the Problem," by Glen Davis; "Related Research," by E. Norman Sims; "Developing Objectives," by Floyd McKinney; "Methodology or Procedure," by Janie L. Jones; "Personnel Plan," by Herbert Bruce; "Dissemination Plan," by E. Norman Sims; "Evaluation Plan," by Herbert Bruce; "Developing the Budget," by B. Glen Davis; "Proposal Submission and Review," by Louis Perry; and "Managing the Research and Development Project," by Robert Schneider. Included also are workshop objectives and procedures, the conclusions which were based upon the formal and informal evaluations conducted both during and after the workshops, and the recommendations formulated by the workshop staff. (HD)

ED 130 055 CE 008 316

McCollum, Sylvia G.

What Works? A Look at Effective Correctional Education and Training Experiences.

Pub Date 76

Note—18p.; Speech presented at the American Psychological Association Annual Conference (Washington, D. C., September 4, 1976).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, *Correctional Education, Corrective Institutions, Criminals, *Educational Trends, Federal Government, *Federal Programs, Prisoners, *Recidivism, Speeches, Vocational Education.

Remarks by the education administrator of the U. S. Department of Justice Bureau of Prisons discussing recidivism in relationship to various program elements: Relevancy of educational programs, participation rates, state administrative structures, inmate characteristics (educational level, skills, intelligence, age), and federal resources. Data is included on inmate course completions at five educational levels for fiscal years 1970-1975. It is concluded that "what works" is enrollment in relevant courses in which quality instruction is provided and persistence in courses until passing grades are received and established standards of excellence are met. (JT)

ED 130 056 CE 008 317

Consumer Education Reference Manual.

Tennessee Univ., Knoxville. State Agency for Title I.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 76

Note—276p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Consumer Economics, *Consumer Education, Consumer Protection, Instructional Materials, Manuals, Services.

This manual contains information for consumer education, which is defined as the process of imparting to an individual the skills, concepts, knowledges, and insights required to help each person evolve his or her own values, evaluate alternative choices in the marketplace, manage personal resources effectively, and obtain the best buys for his or her expenditures. Guidelines for consumers are presented in 20 chapters: (1) Appliances, (2) Automobiles (including automobile insurance), (3) Clothing, (4) Credit, (5) Education, (6) Funerals, (7) Home Furnishings, (8) Housing, (9) Insurance, (10) Legal, (11) Medical, (12) Medicaid, (13) Medicare, (14) Money Management, (15) Schemes, (16) Selecting and Buying Food, (17) Shopping, (18) Social Security, (19) Wages (including unemployment compensation), (20) Welfare (including the food stamp program). Appendixes list state and local resource information, federal sources of consumer information and complaints, other agencies for information and complaints, and local consumer agencies for information, complaints, and legal services. Addresses in each appendix are listed under topical headings (e.g. family counseling, handicapped, nursing homes), and a topical index is provided for the manual as a whole. (WL)

ED 130 057 CE 008 318

Melton, Dale H.

Career Education and Your Child: A Guide for Parents.

Florida Career Education Consortium, Bradenton.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 76

Note—40p.; Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Awareness, *Career Education, Career Exploration, Career Planning, *Child Development, Developmental Stages, Family Environment, *Parent Child Relationship, Parent Influence, *Parent Role, Resource Guides, *Resource Materials, *Vocational Development.

Identifiers—Florida

Developed out of a recognized need for practical, career-related suggestions, this booklet was designed for parents to use with their children. Eight major subtopics considered important by career educators are used to group the information: (1) Career awareness, (2) attitudes and appreciations, (3) self-awareness, (4) decision-making, (5) economic awareness, (6) education awareness, (7) employability skills, and (8) beginning competency. Within each section are statements on career education followed by sug-

gestions to parents for enhancing their child's career development. The statements and suggestions are representative of those contained in the professional literature on career education and career development. Although each item is placed in only one of eight categories, most contribute to two or more of them. The placement was arbitrary in order to avoid repetition, and also because of space limitations. (TA)

ED 130 058 08 CE 008 321

Quinn, Kathy, Comp.

Curriculum Guide and Bibliography: "Reducing Sex-Role Stereotyping through Career Education."

Bristol Career Education Program, Conn.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Grant—G00-75-02291
Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bibliographies, Career Choice, *Career Education, Curriculum Guides, Discriminatory Attitudes (Social), *High School Curriculum, *Learning Activities, Lesson Plans, Nondiscriminatory Education, Occupational Clusters, Senior High Schools, Sex Discrimination, *Sex Role, *Sex Stereotypes, Social Attitudes

Lesson plans and bibliographies compiled in this booklet were created by participants in a series of in-service workshops conducted to heighten awareness of sex-role stereotyping and its relationship to career education. The curriculum guide presents 15 high school lesson plans (units). Each unit includes, in outline form, the headings of Cluster, Subject, Grade, Related To, Goal, Career Education Objectives, Procedure, Results, and Follow-Up. Lesson plans are developed for these subjects: Biology, clothing, community studies, distributive education, English, foods, guidance, mathematics, physical education, Spanish, special education, springmaking, typing, women in literature, and world history. Bibliographies of non-sex biased materials are compiled for business, career education, distributive education, English, foreign language, guidance, home economics, industrial arts, mathematics, physical education, science, special education, women in literature, and world history. (TA)

ED 130 059 CE 008 335

Statewide Implementation of K-14 Project of Career Education, Occupational Counseling, and Bridging the Gap Between School and Work. Final Report.

South Dakota State Div. of Vocational Education, Pierre.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—502A850004

Pub Date Sep 76

Grant—OEG-8-74-0027

Note—75p.; Page 20, containing three tables, will not reproduce well due to small type

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—American Indians, Career Awareness, *Career Education, Counselors, *Curriculum Development, Educational Development, Elementary Secondary Education, Inservice Education, Inservice Teacher Education, Job Placement, Learning Activities, Needs Assessment, *Occupational Guidance, Post Secondary Education, Program Administration, *Program Development, Program Evaluation, Relevance (Education), Skill Development, State Programs, *Statewide Planning, Student Attitudes, *Vocational Counseling

Identifiers—South Dakota

More than 100 school districts participated in this three-year career education program. On a statewide basis, two major objectives were to be accomplished: (1) Help all public and private schools in South Dakota implement career education programs, and (2) provide every student an opportunity to develop self awareness, a favorable attitude toward work, and to develop and practice decision making skills. The project was designed to serve the K-14 student enrollment; in addition, the project worked with post-secondary vocational-technical schools in the area of placement. There were five major components in the project: Guidance and counseling, elementary career awareness, junior high-middle school, job preparation (Grades 10-14), and placement activities. In-service seminars for counselors were

conducted and follow-up sessions were held with participating schools after in-service sessions had been completed with time allowed for the schools to begin implementation. Program evaluation focused only on student outcomes, while more direct facets of the program received wide support throughout the state. It was concluded that the direction of career education in South Dakota has been established at all levels of education and that certain phases of the project had an identifiable student impact. (TA)

ED 130 060 CE 008 345

A Student Needs Assessment. Texas Career Education Measurement Series.

Texas Education Agency, Austin.

Pub Date Sep 76

Note—30p.; For related documents see CE 008 346 and ED 117 346

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Behavioral Objectives, *Career Education, *Educational Assessment, Educational Planning, Educational Research, High School Students, *Measurement Instruments, Measurement Techniques, *Needs Assessment, Program Development, *Program Evaluation, Secondary Education, Statewide Planning, Student Needs, Testing

Identifiers—Texas, *Texas Career Education Measurement Series

A statewide assessment in career education was made to: (1) Determine how Texas students stand in relation to basic skills, knowledge, and competencies in career education, and (2) provide decision makers with information about student performance in career education that will assist curriculum planning and development efforts at the local, regional, and state levels. The Texas Career Education Measurement Series (CEMS) was used in testing ninth and twelfth grade students. It was assumed that 75% of ninth grade students and 90% of twelfth grade students should be able to master basic learner outcomes in the areas of career education. In the nine general categories of career education outcomes measured by the CEMS, both twelfth and ninth grade students ranked highest (rank 1) in self-investigation and evaluation for career success and lowest (rank 9) in career and occupational information. Results of the statewide assessment provide objective information which is useful for suggesting areas for educational improvements. The document also includes a description of CEMS, (which consists of a survey test and 16 category tests for use in Grades 7-12). The appendix contains tables listing the nine career education categories with their 26 sub-categories and the outcome based objectives for each. (TA)

ED 130 061 CE 008 346

User's Guide. Texas Career Education Measurement Series.

Texas Education Agency, Austin.

Pub Date Sep 75

Note—33p.; For related documents see CE 008 345 and ED 117 346

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Achievement Tests, Behavioral Objectives, *Career Education, Diagnostic Tests, Educational Assessment, Evaluation Criteria, *Evaluation Methods, *Measurement Instruments, Program Descriptions, Resource Guides, Secondary Education, Student Development, Testing, *Test Interpretation

Identifiers—Texas, *Texas Career Education Measurement Series

Interpretive information about the Texas Career Education Measurement Series (CEMS) is provided in this manual. CEMS consists of a battery of 17 instruments—sixteen category tests and one survey instrument—designed to assess the development of secondary students in terms of career education. The manual is in four parts. Part 1 briefly describes the content of CEMS and the nature of the measurement instruments. Part 2 contains necessary detailed information for school personnel to interpret the results of the tests. Part 3 describes how to use the series of tests which comprise CEMS. Part 4 outlines the basis for development of CEMS and includes a historical summary of the methodologies utilized and the activities involved in constructing the measurement system. Two appendixes are included: Appendix A is a complete list of the categories, sub-categories, outcome based objectives, test booklets, and items which constitute the foundation of CEMS; and Appendix B lists

the addresses of all regional education service centers. (TA)

ED 130 062 CE 008 348

Bielby, William T. Kalleberg, Arne L.

The Differentiation of Occupations. Institute for Research on Poverty Discussion Paper 309-75.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—IRP-DP-309-75

Pub Date Nov 75

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Differentiated Staffs, Discriminant Analysis, *Employment Qualifications, Job Analysis, *Job Market, Job Satisfaction, Models, *Occupational Mobility, *Reinforcers, Research Utilization, *Rewards, Sex Discrimination, Social Stratification, Social Systems

Identifiers—United States

The dimensions and determinants of positional inequality in the American occupational structure are examined. Using data from the 1972-1973 Quality of Employment Survey, dimensions of occupational differentiation with multiple discriminant analysis are constructed and a causal model is developed to represent the interrelationships of those dimensions. It is found that the differentiation of intrinsic occupational rewards is attributable largely to the educational and task requirements of occupations, while union, supervisory, and organizational resources available to occupational groupings are the strongest determinants of the differentiation of extrinsic rewards. Implications of these findings for functional and conflict theories of inequality in occupational rewards are discussed. (Author/HD)

ED 130 063 CE 008 361

Holmes, Marvin C. Omvig, Clayton P.

Supplement "A" to Vocational Education for the Handicapped in Kentucky: A Survey of the Perceptions of Personnel in Vocational Education, Special Education and Vocational Rehabilitation. Final Report.

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date 75

Note—61p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Delivery Systems, *Handicapped Students, Inservice Teacher Education, Interagency Cooperation, Models, Preservice Education, Professional Training, Program Evaluation, *Program Planning, Special Education, Special Education Teachers, State Surveys, *Teacher Attitudes, Teacher Certification, *Vocational Education, Vocational Education Teachers, *Vocational Rehabilitation

Identifiers—Kentucky

Described in this report are the findings from a Kentucky state-wide study of the perceptions of vocational educators, special educators, and vocational rehabilitation workers concerning vocational programming for the handicapped. Numerous tables depict and compare agency ratings regarding the importance and present status of the following variables: Direct instructional services for the handicapped, support services, professional training of agency personnel, cooperative efforts among agencies, and problems encountered. The conclusions section includes a model delivery system for serving handicapped students, certification considerations for the various educational personnel, and recommendations for pre- and in-service personnel training. (Author/HD)

ED 130 064 CE 008 365

McCowan, Richard J., Ed. Mongerson, M.

Duane, Ed.

Career Education Competencies: A Catalog for Teacher Educators.

State Univ. of New York, Buffalo.

Spons Agency—New York State Education Dept., Albany. Bureau of In-Service Education.

Pub Date May 76

Note—188p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Career Education, College Curriculum, Curriculum Development, Curriculum

Guides, *Educational Objectives, Elementary School Teachers, Fused Curriculum, Higher Education, *Learning Activities, Performance Based Teacher Education, *Preservice Education, Resource Guides, Secondary School Teachers, Teacher Certification, Teacher Education, *Teacher Education Curriculum Identifiers—New York

This document represents an effort to infuse career education into the pre-service certification programs on eight college campuses in New York State. The career education objectives presented can be used to train prospective teachers in the skills and techniques required to infuse career education in elementary, middle, and secondary schools. The objectives (112), obtained by a comprehensive review of the literature, are sequenced and classified into three major areas (which are subdivided into ten categories): (1) World of Work—career information, career identification, placement, theoretical material, interpersonal skills, (2) Planning/Implementation—instructional planning, community assessment, utilization of local resources, and (3) Evaluation—program evaluation, and student assessment. Each objective includes at least three activities, conditions for performing the activities, and a means of evaluating each activity. (TA)

ED 130 065 95 CE 008 372
Overview of the Study of Women in New Careers (WINC). Volume II. Final Report.
CONSAD Research Corp., Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 1 Mar 76
Contract—OEC-0-74-07839

Note—106p.; Not available in hard copy due to marginal legibility of original document. For a related document, see CE 008 371 CE 008 371
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage. HC Not Available from EDRS.

Descriptors—Blue Collar Occupations, Career Planning, Economic Research, Employer Attitudes, Employment Counselors, Employment Opportunities, Employment Potential, Employment Programs, Employment Qualifications, *Equal Opportunities (Jobs), *Females, Job Applicants, Job Development, Job Placement, Job Training, *Manpower Development, *Occupational Guidance, *Program Development, Program Evaluation, Sex Stereotypes, Socioeconomic Influences, Trainees, Unemployment, Vocational Development, Working Women

Identifiers—WINC, *Women in New Careers

This report presents the study of a project conceived as a means of developing and testing a model Career Development Program. The project was designed to contribute significantly to the opening of nontraditional occupations to young women of low socioeconomic status and varying race and ethnic backgrounds. Three major goals were: (1) To assist a pilot group of women in five selected cities to enter training and to find them training-related jobs, (2) to increase awareness of women's aptitudes and potential among themselves, counselors, instructors, job developers and employers, and (3) to identify barriers to the training and employment of women in nontraditional careers. Based on the career orientation experiences of this study, it is clear that there is a lack of high quality, current materials available to secondary, post-secondary, and manpower system institutions. While the career orientation materials developed for the Women in New Careers (WINC) project have been accepted for use by counselors and instructors in WINC sites, a revised, validated package is required before broad dissemination of materials is advisable. (TA)

ED 130 066 CE 008 381
Evaluation Report for Career Education Strategies: A Regional Process 1974-1975.
Education Service Center Region 17, Lubbock, Tex.

Pub Date [75]

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Awareness, *Career Education, Changing Attitudes, Educational Assessment, Elementary Secondary Education, Pilot Projects, *Program Effectiveness, *Program Evaluation, Regional Planning, *Regional Programs, *Student Attitudes
Identifiers—Texas

An evaluation was conducted of a regional program designed to implement in each of eight selected school districts during the 1974-75 school year a career education program that had been previously tried in a school setting. A pre- and post-evaluation design for students and staff members was used. Students and staff members in pilot career education classes were selected in each pilot site to (1) represent specific grade levels, (2) represent all or a significant number of students, and (3) complete designated cognitive subtests of the Career Maturity Inventory (CMI). Control groups were selected at two pilot sites to establish representative baseline data for the three instruments: Elementary Inventory, Career Maturity Inventory Attitude Scale, and Career Maturity Inventory Competence Test. When viewed by level and location groups, it was noted that means and gains were near the same levels and showed varying levels of significance. When all schools were considered together, there was statistically significant gain on combined parts of each measure. It is concluded that the program, on a whole, produced statistically significant gains in the area of career education. Well-developed career education programs can be transported and installed on a region-wide basis with student gains in career awareness and career maturity probable through intervention by one of the identified career education project programs. (JT)

ED 130 067 CE 008 382
Career Oriented Education Management/Implementation Model. Model Description Package.
Education Service Center Region 17, Lubbock, Tex.

Note—92p.; For related documents see CE 008 382-385. Exhibits D6, F6, and F8 may not reproduce well due to marginal legibility of original copy.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Agency Role, *Career Education, Curriculum Development, Demonstration Programs, Elementary Secondary Education, Inservice Education, Interagency Planning, *Models, *Program Administration, *Program Development, Regional Programs, Resource Materials, School Administration, School Districts, School Personnel, Systems Approach, *Team Administration

Identifiers—Texas

The model described here is designed to serve as a method whereby a local school management/implementation team can implement career oriented education. It provides infusion strategies, materials, and staff development techniques through which The Education Service Center (ESC) staff trains and supports the Local Education Agency (LEA) team, which in turn works with the school district staff, students, and community to implement career oriented education. The model description package is divided into four parts. Part 1 contains an introduction and summary of the model's purpose, ESC and LEA role, and overview. Part 2 describes the model for use by the LEA. Part 3 describes the structured method for implementation by a school district. Part 4, the major portion of the package, is designed to categorize support elements for use in implementing the management/implementation model in a school district. It includes outlines, forms, descriptions, schedules, and other exhibits under the following headings: Overview of Model for Administrators, Team Selection and Training, LEA Staff Training by LEA Team, Classroom Implementation Activities, Scope and Sequence Activities, Renewal/Evaluation Activities (Forms), and Dissemination/Communication Activities (sample news releases, newsletters, etc.). (Three related volumes are teacher guides, supplementary documents and materials, containing instructions for implementation teams in the three phases of the program). (TA)

ED 130 068 CE 008 383
Teacher Guide for Career Oriented Education. Implementation Workshop: Phase II (Follow-Up).

Education Service Center Region 17, Lubbock, Tex.

Note—18p.; For related documents see CE 008 382-385

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Education, Elementary Secondary Education, Instructional Materials, Models, Program Development, *Resource Guides, *Teacher Workshops, Teaching Guides

Identifiers—Texas

Part of a 4-volume set constituting a model to assist all school districts in Region 17 (Texas) in infusing comprehensive career oriented education into their existing instructional programs by 1980, this teacher guide contains materials for the second part of a 3-phase program designed to move the participant through a series of informational steps to a proficiency in developing comprehensive outcome based career oriented education topics. The Phase 2 (follow-up) volume contains three sections: Section I is a list of discussion topics designed to obtain feedback from participants after they have had some implementation experiences. Section J provides participants with additional career education curriculum resources (10 pages). Section K is a 1-page outline for a community resource file. (TA)

ED 130 069 CE 008 384
Teacher Guide for Career Oriented Education. Implementation Workshop: Phase III (Curriculum Development).

Education Service Center Region 17, Lubbock, Tex.

Note—52p.; For related documents see CE 008 382-385

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Behavioral Objectives, *Career Education, *Curriculum Development, Curriculum Planning, Elementary Secondary Education, *Inservice Education, Instructional Materials, Learning Activities, Models, Program Development, Program Evaluation, *Teacher Workshops, Teaching Guides

Identifiers—Texas

Part of a 4-volume set constituting a model to assist all school districts in Region 17 (Texas) in infusing comprehensive career oriented education into their existing instructional programs by 1980, this teacher guide contains materials for the third part of a 3-phase program designed to move the participant through a series of informational steps to a proficiency in developing comprehensive outcome based career oriented education topics. The Phase 3 volume (curriculum development) contains four sections. Section L provides opportunity for documentation of the school district's efforts in career oriented education. Planning for further implementation during the school year through development of additional career oriented topics is also provided. Section M (29 pages) provides for the development of skills for writing performance objectives. Section N provides opportunity for participants to document their activities in career oriented education using topics which have been adapted for individual classrooms and following the curriculum infusion format (outline) as a guide. Section O provides for development of new career oriented curriculum. (TA)

ED 130 070 CE 008 385
Teacher Guide for Career Oriented Education. Implementation Workshop: Phase I (Readiness).
Education Service Center Region 17, Lubbock, Tex.

Note—184p.; For related documents see CE 008 382-385. Pages 43-87 (bulletin board ideas for career education) will not reproduce well due to marginal legibility.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Career Education, Community Involvement, *Curriculum Development, Elementary Secondary Education, *Inservice Education, Instructional Materials, Learning Activities, Needs Assessment, Program Administration, *Program Development, *Teacher Workshops, Teaching Guides

Identifiers—Texas

Part of a 4-volume set constituting a model to assist all school districts in Region 17 (Texas) in infusing comprehensive career oriented education into their existing instructional programs by 1980, this teacher guide contains materials for the first part of a 3-phase program designed to move the participant through a series of informational steps to a proficiency in developing comprehensive outcome based career oriented education topics. Section A provides awareness information on career education with special emphasis on the Texas state plan for career education. Section B presents an overview and indepth study of the seven components of career education. Section C (63 pages) introduces available occupational resources. Sections D and E deal with two methods of involving the community in the career oriented education program, i.e. resource persons

and field trips. An assessment of student needs discussed relative to career education is conducted in Section F. In Section G, participants are introduced to and given experience in using the curriculum infusion format developed for the program. Skills learned in this section will be used in Section H in which participants have an opportunity to adapt topics from the Education Service Center career oriented curriculum. (TA)

ED 130 071 CE 008 393

Tobin, Robert I. And Others

On the Way to Work: A Report on Career Exploration in Boston Middle Schools.

American Institutes for Research in the Behavioral Sciences, Cambridge, Mass.

Spons Agency—Boston Public Schools, Mass.

Pub Date 76

Note—149p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Career Education, *Career Exploration, Comprehensive Programs, Curriculum Planning, Home Economics, Industrial Arts, *Middle Schools, Program Administration, Program Descriptions, Program Design, *Program Development, Program Effectiveness, *Program Evaluation, Program Planning, Vocational Education

Identifiers—*Massachusetts (Boston)

Information is provided in this report on existing career-related resources in Boston, and on what can be done to further the implementation of career exploration programs. Section 1 provides the historical and policy context for the information, analyses and recommendations. Section 2 describes national developments and strategies for implementation of career education. Section 3 details Boston's system-wide findings and recommendations related to career education. Section 4 enumerates several alternative designs for implementation of middle school career exploration programs and describes the current plan for implementing career exploration. Section 5 (80 pages) contains information on the existing resources of the Boston middle schools and recommendations for the improvement of the programs at each school. (TA)

ED 130 072 CE 008 407

Letsky, M. And Others

Integrated Military-Civilian Workforce Analysis and Planning. OCMR Research Report No. 28.

Office of Civilian Manpower Management (Navy), Washington, D.C.

Spons Agency—Navy Personnel Research and Development Center, San Diego, Calif.

Pub Date Aug 76

Note—56p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Government Employees, Institutional Research, Labor Force, Management Systems, Manpower Needs, *Manpower Utilization, *Military Organizations, Military Personnel, *Personnel Management, Planning, Research Needs, Systems Analysis, *Systems Development

Identifiers—Air Force, Civilian Personnel, *Navy

One important reason for investigating methods of integrated military and civilian workforce analysis and planning processing in the Navy is to be able to manage the entire workforce. Fundamental differences between the Navy's military and civilian workforce analysis and planning systems are analyzed, discussion centering around the characteristic differences in the workforces, for management of which each system had come to be established. A number of alternatives for integrating these systems is discussed with a particular regard for taking full advantage of the complementary characteristics of each system. Special attention is paid to the interrelationships of the manpower requirements generating and personnel inventory analysis systems for the Naval shore establishment where military and civilian personnel work together. Some suggestions for long range research and development are made pointing to areas in which optimal systems design can be pursued. (Author/JT)

ED 130 073 CE 008 410

Forbes, J. Benjamin And Others

Organizational Policy Decisions as a Function of Individual Differences and Task Design: Monitoring Tasks. Technical Report 9.

Akron Univ., Ohio. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date Aug 76

Contract—N00014-75-C-0985

Note—212p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Behavioral Science Research, Individual Characteristics, *Individual Differences, *Job Development, *Job Satisfaction, Manpower Development, Organizational Development, Performance Factors, *Task Analysis, *Task Performance, Vocational Aptitude, Work Attitudes, *Work Environment

Two visual monitoring tasks were used to further knowledge of the interactions between individual differences and task demands as determinants of performance and satisfaction. The subjects, 100 male university students, completed pre- and post-test batteries to assess general and specific abilities, personality variables, work orientation, motivation, and preferences for job structural attributes. Following the pre-testing, each subject performed the visual monitoring tasks—one complex and one simple. Both tasks involved monitoring slides for three 1-hour sessions for the presence of triangles or circles embedded within 60 irrelevant stimuli. The complex task (labeled high demands condition) differed from the simple task (labeled low demands condition) only with respect to the demand placed upon cognitive abilities. Results showed that both performance and satisfaction are related to individual differences in ability as well as selected personality and preference measures. The congruence between task demands and abilities was found to be highly significant in determining these relationships. It is suggested that one way to optimize performance and satisfaction involves designing the job so that the task demands match the ability levels of the individuals from which job selection is made. Implications are also made for use of prior and present experiment results for the selection of Navy personnel. Appendixes include the task instructions for the experiment and seven different tables of correlations. (SH)

ED 130 074 CE 008 426

Manual for Employers.

Duchess County Board of Cooperative Educational Services, N.Y.

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cooperative Education, Cooperative Programs, *Employment Programs, Manuals, *Program Descriptions, Program Guides, *School Industry Relationship, *Vocational Education, *Work Experience Programs

Identifiers—New York

Prepared by the Dutchess County Board of Cooperative Educational Services (BOCES), Division of Occupational Education, this manual assists employers of cooperative students involved in the Diversified Cooperative Education Program by providing the new employer with the practices and procedures of the program. The manual should also be of value to employers already participating in the program, or those interested in developing a similar program. The Diversified Cooperative Education Program is described as an effort to provide vocational training on a cooperative working basis for coed high school juniors and seniors, requiring that students be 16 years of age or older to enter the program. Advantages of the program for employers, students, and school, the mechanics of program operation, and various forms utilized throughout the program are included. (WL)

ED 130 075 CE 008 432

Abstracts of Instructional and Research Materials in Vocational and Technical Education. Volume 9, Number 4. VT 103 001-103 200.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—255p.; Not available in hard copy due to marginal reproducibility of the original document. For a related document see CE 007 779

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Abstracts, *Annotated Bibliographies, Career Education, Curriculum Guides, Instructional Materials, Resource Guides, *Technical Education, *Vocational Education

This compilation, presenting 200 resumes relevant to the field of vocational-technical (VT) education, provides educators access to in-use or

under-development instructional and research materials. The resumes are arranged in ascending order according to an accession (VT) number, with each resume including the: Author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. Curriculum development and research projects in progress are fully described in a separate section. Author, subject, and VT-ED (ERIC Document) number cross reference indexes are provided. Instructions are given for ordering the original full text of documents or full text reproductions. (SH)

ED 130 076 08 CE 008 467

Hoyt, Kenneth B.

An Introduction to Career Education. A Policy

Paper of the U.S. Office of Education.

Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-75-00504

Pub Date 75

Note—43p.; This document is the official version of ED 097 588 (draft copy)

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (DHEW Publication Number OE 75-00504, \$1.05)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administrative Policy, Administrator Attitudes, *Career Education, Definitions, Educational Change, *Educational Policy, Federal Government, Government Role, Opinions, Policy, Policy Formation, Public Policy

The U. S. Office of Education's (OE) first comprehensive conceptual statement describing its interpretation of the Department of Health, Education and Welfare policy on career education is presented in this booklet, the official version of an earlier draft. Topics discussed include: Conditions Calling for Educational Reform; Answering the Call for Educational Reform: The Rationale of Career Education; A Generic Definition of Career Education; Basic Concept Assumptions of Career Education; Programmatic Assumptions of Career Education; Career Education Tasks: Initial Implementation; Learner Outcomes for Career Education; and Basic Educational Changes Championed by Career Education. The discussion concludes that, when career education concepts have been completely integrated into the total fabric of all American education, the result should be abandonment of the term "career education" and adoption of some other major direction for educational change. The Appendix (Explanatory and Interpretive Statement), covering half of the document, illustrates what the consensus of career education leaders is about the position of career education as stated in the OE draft document. (The methodology for gathering consensus information is also described.) The table included in the appendix serves as an indicator of the degree of consensus existing among career education leaders from three different settings. (TA)

ED 130 077 CE 008 476

Gilpatrick, Eleanor

Task Descriptions in Diagnostic Radiology.

Research Report No. 7. Volume 2, Radiologic Technologist Tasks Dealing with Patient Procedures. Part I: Tasks 7 through 386.

Health Services Mobility Study, New York, N.Y.

Spons Agency—City Univ. of New York, N.Y.

Hunter Coll. School of Health Sciences; City Univ. of New York Research Foundation,

N.Y.; Employment and Training Administration (DOL), Washington, D.C.

Pub Date 76

Contract—82-34-69-34

Note—566p.; For related documents, see CE 007 705, 008 477, and 008 699-700

EDRS Price MF-\$1.00 HC-\$30.13 Plus Postage.

Descriptors—Curriculum Guides, *Health Occupations Education, Health Services, Instructional Materials, Job Development, *Job Skills, Medical Services, *Occupational Information, Paramedical Occupations, Post Secondary Education, *Radiologic Technologists, Radiology, Skill Analysis, *Task Analysis

Identifiers—Health Services Mobility Study

Part I of the second of four volumes in Research Report No. 7 of the Health Services Mobility Study (HSMS), this book contains 76 task descriptions covering most of the medical activities carried out by radiologic technologists.

Chapter I of this volume defines "tasks" and tells how the descriptions were developed. Chapter 2 lists the tasks by system or area of the body, by the type of task function involved (such as "plain film" examinations, contrast examinations, teaching), and by main type of recipient (e.g., patient, pediatric patient, etc.). The steps of the task descriptions are presented in logical sequence in considerable detail by Code Number in Chapter 3, (part of which is in this book, Part I, the remainder in Vol. 2, Part II). (The work carried out by diagnostic radiologists and the tasks of administrative, machine-related, and nursing-type functions are found in Volumes 1 and 3. Volume 4 is an index of all the tasks in the three volumes. These task descriptions are offered for use as instructional materials, design of career ladders, for the structuring of jobs, and as inputs to the development of performance evaluation instruments and proficiency tests.) (HD)

ED 130 078 CE 008 477
Gilpatrick, Eleanor

Task Descriptions in Diagnostic Radiology. Research Report No. 7. Volume 2, Radiologic Technologist Tasks Dealing with Patient Procedures. Part II: Tasks 387 through 526.

Health Services Mobility Study, New York, N.Y. Spons Agency—City Univ. of New York, N.Y. Hunter Coll. School of Health Sciences; City Univ. of New York Research Foundation, N.Y.; Employment and Training Administration (DOL), Washington, D.C.

Pub Date 76
Contract—82-34-69-34
Note—695p.; For related documents, see CE 007 705, 008 476, and 008 699-700

EDRS Price MF-\$1.33 HC-\$36.83 Plus Postage.

Descriptors—Curriculum Guides, *Health Occupations Education, Health Services, Instructional Materials, Job Development, *Job Skills, Medical Services, *Occupational Information, Paramedical Occupations, Post Secondary Education, *Radiologic Technologists, Radiology, Skill Analysis, *Task Analysis

Identifiers—Health Services Mobility Study

Part II of the second of four volumes in Research Report No. 7 of the Health Services Mobility Study (HSMS), this book is the remainder of Chapter 3, which contains 76 task descriptions covering most of the medical activities carried out by radiologic technologists. The steps of the task descriptions are presented in logical sequence in considerable detail by Code Number. (Part I of this volume contains Chapters 1, 2, and the first part of 3. Volume 4 is an index of all the tasks in the three volumes.) These task descriptions are offered for use as instructional materials, as inputs to the design of career ladders, for the structuring of jobs, and as inputs to the development of performance evaluation instruments and proficiency tests. (HD)

ED 130 079 CE 008 480
Adult Work Skills and Knowledge. Selected Results from the First National Assessment of Career and Occupational Development. Career and Occupational Development Report No. 05-COD-01.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date Sep 76
Contract—OEC-0-74-0506
Note—77p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Adults, *Daily Living Skills, Educational Assessment, Educational Experience, Family Characteristics, *Job Skills, *National Demography, National Surveys, Research, *Vocational Development, *Work Experience

Identifiers—United States

In this assessment of career and occupational development by the National Assessment of Educational Progress (NAEP), work-related skills and knowledge of American adults (aged 26 through 35) are examined. The skills assessed are basic to many employment situations; knowledge about jobs involves both knowledge about facts common to many jobs and knowledge about specific jobs. Skill assessment covers the areas of computation and measurement, graphic and reference materials, written-communication, and manual and perception. In addition to collecting data on national performance levels, the NAEP analyzes

results from various groups within the national population. Chapters 1 and 2 present major findings, and definitions and methodology used in reporting the data. Chapters 3 through 8 provide exemplary exercises and a summary of results for the skills areas and job knowledge assessed. Chapter 9 describes results for variables which were conclusive or similar for the total population. Explanatory tables (24) and figures (32) are provided throughout the document. The appendix shows the mean differences from national performance and the standard error. (WL)

ED 130 080 95 CE 008 486
Harris, Robert C. And Others

Indiana Leadership Development Program for Vocational Administrative Personnel. Technical Report.

Indiana State Board of Vocational and Technical Education, Indianapolis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76
Grant—OEG-0-70-1971(725); OEG-5-74-0141-1
Note—109p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Administrative Personnel, *Administrator Education, Consortia, Cooperative Planning, Delivery Systems, Educational Administration, *Inservice Education, Leadership Training, Models, Post Secondary Education, Professional Personnel, Secondary Education, State Agencies, *State Programs, Statewide Planning, *Vocational Education, Workshops

Identifiers—Education Professions Development Act, EPDA, *Indiana

A project was conducted to provide in-service education to meet the specific interests and needs of the highest level vocational administrators associated with secondary, post-secondary, and Division of Vocational Education agencies in Indiana. The specific objectives were (1) to examine concepts of leadership relative to administration and supervision, (2) to expand understandings of interdisciplinary concepts, (3) to formulate sophisticated approaches to planning, conducting, and evaluation, (4) to refine competencies that will allow continuous growth in administrative roles, and (5) to facilitate positive working relationships among personnel in the three agencies. Total agency representation included 29 secondary administrators, 21 post-secondary administrators, and 11 consultants from state level administrative positions. A consortium of four state universities conducted the program using funds from Education Professions Development Act (EPDA) grants and university matching funds. Outcomes and the products of the programs included (1) refined administrative competencies, (2) improved communication between secondary and post-secondary administrators, (3) improved working relationship among the four state universities providing graduate vocational technical education programs, and (4) improved management of the agencies in the vocational education delivery system. Curriculum materials were developed and research and development products were produced by individual contracted studies. A new sole state agency for administering vocational technical education has been established and a research grant to pilot test regional planning models has been secured. (Author/HD)

ED 130 081 CE 008 487
Kim, Jin Eun Harris, Robert C.

A Cost-Effectiveness Analysis Model for Secondary Vocational Programs. Technical Report.

Indiana Univ., Bloomington. School of Education. Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date Jun 76
Grant—SBVTE-8-75-C-5

Note—130p.; For related documents, see CE 008 488-489

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Cost Effectiveness, Data Analysis, *Data Collection, Educational Planning, Measurement, Measurement Instruments, *Models, *Program Administration, Program Costs, Program Effectiveness, Program Evaluation, *Program Planning, Records (Forms), Resource Allocations, Secondary Education, *Vocational Education

Identifiers—Indiana

A project was conducted to develop a cost-effectiveness model and data instruments to be utilized

in the management of secondary vocational programs. Based upon reviewed literature, cost effectiveness analysis was conceptualized as an analytical technique and eight key elements were identified. The model that was then developed includes four major components: Vocational program classifications, program objectives and specifications, program outputs, and costs. Based upon the four components, the model was designed to generate three kinds of cost-effectiveness measures: (1) Program effectiveness, (2) cost efficiency, and (3) cost-effectiveness ratio and/or performance ratio. Five kinds of data instruments were produced: (1) School corporation information, (2) secondary vocational instructional program data, (3) student follow-up program rating scale, (4) employers' option on vocational training of employees, and (5) vocational instructional program cost data. In addition, a standard procedure for using the model and data instruments was conceptualized as three primary activities: Planning, implementing, and utilizing. A project advisory committee and national advisory panel for the project reviewed materials developed by the project staff making conclusions and recommendations. (Author/HD)

ED 130 082 CE 008 488
Kim, Jin Eun And Others

Cost-Effectiveness Analyses of Secondary Vocational Programs. Administrator's Manual.

Indiana Univ., Bloomington. School of Education. Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date Jun 76
Grant—SBVTE-8-75-C-5

Note—127p.; For related documents see CE 008 487-489

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Administrator Guides, *Cost Effectiveness, Data Analysis, Data Collection, Educational Planning, Manuals, Measurement Instruments, *Models, *Program Administration, Program Costs, Records (Forms), Resource Allocations, Resource Materials, *Vocational Education

Identifiers—Indiana

This secondary level vocational administrator's manual is designed to increase awareness of cost-effectiveness analysis concepts, provide step-by-step procedures and analytical techniques for conducting a cost-effectiveness analysis study, and assist administrators in improving management skills by using appropriate information from the study in their decision making for program evaluation, development, and planning. An introductory section includes a summary of the cost-effectiveness analysis model developed by the authors (and published as a separate technical report). The activities outlined for administrators include (1) determining the purpose of the analysis, (2) identifying appropriate resources, (3) developing a study plan, (4) collecting required data, (5) computing cost-effectiveness measures, (6) interpreting the measures, and (7) utilizing the results. Included also are analytical forms and instruments coordinated with the instructional/outlines for each activity. (Author/HD)

ED 130 083 CE 008 489
Harris, Robert C. Kim, Jin Eun

Cost-Effectiveness Materials for Locally Conducted Secondary School Vocational Education Program Investigations. Final Report.

Indiana Univ., Bloomington. School of Education. Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date Jun 76
Grant—SBVTE-8-75-C-5

Note—34p.; For related documents, see CE 008 487-488

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cost Effectiveness, Data Analysis, Data Collection, Educational Planning, Measurement, *Models, *Program Administration, Program Costs, Program Effectiveness, Program Evaluation, *Program Planning, Secondary Education, *Vocational Education

Identifiers—Indiana

The primary purpose of the project was to develop cost-effectiveness materials to be used in conducting locally directed secondary school vocational education program investigations. Based on a literature review, eight key elements in the cost-effectiveness system were identified and a conceptual model and data instruments for cost-

effectiveness analysis for secondary vocational programs were developed. (These are published as a separate technical report.) This work resulted in an administrator's manual conceived as a self-instructional guide. (The manual is published as a separate document.) The model, data instruments, and the manual were examined by research and evaluation experts and vocational administrators. The development of the cost-effectiveness analysis model included (1) specification of program objectives, (2) identification of output indicators, (3) delineation of cost analysis, (4) presentation of mathematical formulas for computing cost-effectiveness measures, (5) presentation of five types of data instruments and forms, and (6) delineation of standard procedures for using the cost-effectiveness system. (Author/HD)

ED 130 084 CE 008 493

Microfiche Set of Documents Announced in Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), Volume 9, Number 4.

Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—10,851p.

EDRS Price MF-\$19.53 Plus Postage. HC Not Available from EDRS.

Descriptors—Agricultural Education, Business Education, Career Education, Distributive Education, Documentation, *Educational Research, Health Occupations Education, Home Economics Education, Industrial Arts, *Instructional Materials, *Microfiche, Resource Materials, *Technical Education, Trade and Industrial Education, *Vocational Education

Documents announced in the Volume 9, Number 4 issue of "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM) and not available under individual ED numbers are included in this microfiche set. Microfiche availability for these documents is shown in the VT-ED Number Cross Reference List included in AIM/ARM, Volume 10, Number 1. The microfiche set is arranged in the following sequence: (1) A VT number list of those documents in the microfiche set for Volume 9, Number 4, and (2) the full text of documents listed, in ascending VT-number order. The documents are filmed continuously. (Author)

ED 130 085

CE 008 497

Hoyt, Kenneth B.

Application of the Concept of Career Education to Higher Education: An Idealistic Model. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—20p.; The 3-page bibliography may not reproduce well because of small italic type

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Education, Curriculum Development, Definitions, Demonstration Programs, Educational Change, Educational Objectives, Educational Responsibility, Employment, *Higher Education, *Institutional Role, Integrated Curriculum, *Models, *Program Development, School Community Relationship, School Industry Relationship

Career education is described as a concept designed to serve as a vehicle for educational reform in ways that will bring a more proper emphasis to "education as preparation for work" among basic goals of education at any level in the educational system. Several subconcepts of career education are discussed that seem to hold special relevance for change in higher education institutions: The changing relationships between education and work, the meaning of "work," the importance of multiple goals, career education as a concept rather than a program, and career education as a collaborative effort between education and the business/labor/industry community. In the second part of this monograph, an idealistic model is presented to illustrate what would constitute a comprehensive career education effort in a higher education institution, following the concepts outlined in the preceding section. Facets of

the model discussed are the career education resource center; work experience, internships, and work study; teaching faculty; and curriculum. It is hoped that this paper may serve a useful purpose in helping higher education institutions, on an international scale, consider the possible utility that the career education concept holds for them. (TA)

ED 130 086

CE 008 500

Kedney, R. J., Ed.

The Adult Illiterate in the Community.

Bolton Coll. of Education (Technical), (England).

Pub Date 75

Note—166p.

Available from—Bolton College of Education (Technical), Chadwick Street, Bolton BL2 1JW, England

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Basic Education, *Adult Education, Colleges, Community Education, Educational Needs, Foreign Countries, Illiteracy, Illiterate Adults, Institutional Role, *Literacy Education, Program Administration, Program Descriptions, Program Development, Teacher Education

Identifiers—England

This collection of papers is intended to provide adult educators and administrators information that will assist in making decisions about, initiating, financing, and evaluating adult literacy programs in England. Papers in the first part of the book focus on definitions of adult literacy, examining the dimensions of the problem, the potential impact of a British Broadcasting Company television series of motivational programs on the subject, and the role of colleges in meeting community needs. In the second part, a detailed study is made of four on-going projects, one based on the Liverpool LEA, the second a college-based scheme at South Trafford College of Further Education, the third a departmental scheme based on the Department of Adult Studies at Newton-le-Willows College of Further Education, the fourth based on an Adult Education Centre in North Trafford. The third part is concerned with the need for an understanding of the sociological and psychological background of students and their implications for diagnosis, placement, and the selection of resource materials. It includes a paper on the training of tutors. In the final part focus is on what those initiating programs can gain from the experience of projects in other contexts. Two of these papers deal with the vital necessity for resources to be committed to research, and the potential power of the public libraries in consolidating the teaching which is to be done in the near future. (WL)

ED 130 087

CE 008 505

Thoresen, Carl E. Ewart, Craig K.

Behavioral Self-Control and Career Development.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Academy of Sciences - National Research Council, Washington, D.C.;

Office of Education (DHEW), Washington, D.C.

Pub Date [76]

Contract—OEC-0-74-1701

Note—63p.; Not available in hard copy due to

marginal reproducibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Counseling, Behavior Theories, Career Choice, Career Planning, Counseling Effectiveness, Counseling Goals, *Counselor Functions, *Counselor Role, Counselors, *Individual Development, Individualized Programs, Models, Motivation, Motivation Techniques, Occupational Information, Reinforcement, Research, Research Needs, Self Concept, *Self Control, Vocational Counseling, *Vocational Development

A broader view of the career problem and the counselor's role through teaching clients behavioral self-control techniques is offered in this paper. Preliminary discussion includes a review of existing vocational theories and research, in particular, Holland's typology and Super's self-concept theory. It is concluded from these reviews that the practical problems in career counseling will not be solved by continuing to use the currently prevailing correlational

methods. Instead, the authors suggest that several major changes of focus are needed and present a social learning model of career selection as a perspective for self-managed change (behavioral self-control). Self-control is viewed here as a series of specific, cognitively mediated actions that a person uses to regulate and alter situations, including the cognitive environment, so that desired change takes place. Major concepts and techniques for teaching and learning self-control skills are discussed, stressing four broad areas of commitment, awareness, restructuring environments, and evaluating consequences and standards. A case study using these techniques is examined. Areas of needed research in the area of career counseling are suggested. (TA)

ED 130 088

CE 008 507

Evans, Robert, Jr. And Others

The Impact of Work Tests on the Employment Behavior of Welfare Recipients.

Brandeis Univ., Waltham, Mass.

Spons Agency—Manpower Administration

(DOL), Washington, D.C.

Pub Date May 76

Grant—DOL-53-25-73-03

Note—102p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Behavioral Science Research, Economically Disadvantaged, Employment, *Employment Patterns, *Employment Programs, *Federal Programs, Incentive Systems, Job Applicants, *Program Evaluation, Social Welfare, Unemployment, Urban Areas, *Welfare Recipients, Welfare Services

Identifiers—California (San Diego), Food Stamp Program, Nebraska (Omaha), New York (Rochester), Tennessee (Memphis), Texas (Fort Worth), United States, Work Tests

A study was conducted to determine whether existing work tests affected the timing and quality of jobs found after a period during which a person both received welfare benefits and had to register with the Employment Service (ES) in connection with their receipt. Six measurable aspects of a work test applicable to individuals were identified: Individuals could be (1) called into the ES office, (2) called in frequently, (3) questioned about job search activities, (4) asked for proof of job search activities, (5) referred to a job, and/or (6) pressured to accept a job. Based on a survey of 1966 Food Stamp (FS) and Aid to Families with Dependent Children (AFDC) and Aid to Families with Dependent Children of Unemployed Fathers (AFDC-UF), the study was conducted in five cities using a questionnaire designed to capture employment experience following a stretch of unemployment or part-time employment during which respondents received FS or AFDC/AFDC-UF benefits. Three principal concerns were (1) how the application of the work tests varied by city and within cities by type of individual; (2) how the different work tests influenced job search patterns; and (3) how they influenced employment behavior. The overall conclusion is that results of the study provide a pessimistic picture of the usefulness of existing work tests in encouraging registrants to return to work. This report organizes the findings and conclusions under each of the three principle concerns and presents general conclusions and recommendations in the form of policy alternatives. (JT)

ED 130 089

CE 008 509

Peters, Richard O.

Comprehensive Career Education for America's Rural Schools.

Pub Date 76

Note—19p.; Paper prepared for the Commissioner's National Conference on Career Education (Houston, Texas, November 9, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Awareness, *Career Education, *Community Resources, Comprehensive Programs, *Curriculum Development, Elementary Secondary Education, *Human Resources, *Rural Education, Rural Schools, School Community Relationship, Skill Development, Work Experience Programs

In spite of limited physical plant facilities, faculty expertise, and operational funds, rural curricula and instruction can implement career education (CE) into the Kindergarten through Grade 12 instructional program by incorporating the natural, social, and human resources. A necessary part of this career education program

would be concerned proximity congruency vis-a-vis community resources; that is, a situation in which students are perceptually or physically exposed to the world of work. Student awareness, exposure, and skills training can be enhanced when instructional programs are structured to provide a balance between pre-employment and psychomotor development, and skills application in real world of work situations. Instructional materials, career education resource centers, and a CE professional staff are also important components of a fully operational CE program. The career education coordinator position can be a means of mobilizing the support of the world of work community behind efforts to create and provide career education awareness, exploration, and skills training to students in rural systems. (TA)

ED 130 090 95 CE 008 514

Shaffer, Dale E.
Career Education Pamphlets (A Library of 1200 Free and Inexpensive Sources) Plus: "100 Millionaire Success Stories." Where Important Careers Begin.

Pub Date 76

Note—68p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Bibliographies, Booklists, *Career Education, Catalogs, *Occupational Information, Publications, Reference Materials, *Resource Guides, *Resource Materials

The contents in this catalog represent a basic collection of occupational booklets and paperbacks suitable for any library or school. It was prepared to assist librarians, teachers, counselors, and educators in obtaining free and inexpensive resources on career education. Students can also use the catalog as a reference handbook for sources of career information. The preliminary section entitled "100 Millionaire Success Stories" is based on factual cases and is included to encourage young people to develop their ideas and to take risks in business ventures. There are 217 career fields and topic areas listed alphabetically, with pamphlet titles and major sources given within each field. Complete addresses of 403 sources are listed alphabetically at the back of the catalog. It is suggested that sources can be used for developing vertical files, pamphlet collections, counselor libraries, and curriculum material centers. Of the 1,216 items listed, 604 are free to librarians and teachers and the remaining are priced at no more than \$3.00. (TA)

ED 130 091 95 CE 008 522

Career Development Intensified Teacher Training Workshop for North Dakota Teacher Educators. Handbook for Teacher Education.

North Dakota State Board for Vocational Education, Bismarck.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 76

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Education, *Curriculum Development, Curriculum Guides, *Education Courses, Elementary School Teachers, Elementary Secondary Education, Higher Education, Learning Activities, Methods Courses, *Preservice Education, Resource Materials, Secondary School Teachers, Teacher Education, *Teacher Education Curriculum, Vocational Development

Identifiers—North Dakota

Based on the concept that career education can offer special meaning and motivation to each specialty within teacher education institutions, this handbook is designed for use by teacher educators from varied disciplines. Suggestions are provided for helping prospective teachers develop a personal philosophy of career education. Pre-service teacher objectives are listed and the section, "Implementation of Career Education in the College and University," includes career education concepts to be taught to teacher education students. The concepts can be used in a separate course of study or infused into existing courses. An outline is presented for infusing a career education unit into a Special Methods Course or a Philosophy of Education Course. Additional suggestions are provided for making career education a part of the education sequence of courses. A "Teacher Career Education Course Outline" is included in the handbook along with a list of

learning resources. The concluding section on implementing career education in the classroom includes activities which illustrate how career education concepts are infused into various subject areas. (MP)

ED 130 092 95 CE 008 523

The Efficacy of Career Education.

National Advisory Council for Career Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—145p.; Compilation of ED 121 953 and 122 003-005

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Academic Achievement, *Career Awareness, *Career Education, Data Analysis, *Decision Making, Decision Making Skills, *Educational Assessment, Educational Objectives, Educational Research, Elementary Secondary Education, Evaluation Methods, Literature Reviews, National Surveys, *Program Effectiveness, Research Projects, Self Concept, State of the Art Reviews, Student Attitudes, Student Motivation

Four studies compiled in this document cover career awareness, academic achievement, career decision-making, and other ways of assessing effectiveness. Each area is developed through (1) literature reviews, (2) input gathered from state coordinators of career education and from local practitioners, and (3) reported data which represents application of the specific treatment. The papers include data tables, bibliographies, and appendices, in addition to extensive descriptions of projects reviewed for the studies. Major conclusions resulting from these studies are reported as follows: (1) Educational programs designed to develop career awareness in students are making statistically significant changes in student development; (2) positive changes in the self concepts and work habits of some students have taken place, and further studies may net more hard data that career education can aid the development of students' acquisition of fundamental skills; (3) career education programs have the potential power to produce career decision-making effects which are specific and desirable, but a sound theoretical research base for prescribing and reporting decision-making activities seems lacking; and (4) students in grades K-12 generally respond positively to participation in career education programs and their attitudes appear to improve with increased exposure to career education programs and services. (TA)

ED 130 093 95 CE 008 529

Bregman, Ralph And Others

Report of Study on Vocational Programs in Selected California Correctional Institutions for Male Felons.

Pub Date 30 Jun 75

Grant—34-32102-C-4-34

Note—399p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Correctional Rehabilitation, Data Collection, Employment Opportunities, Employment Programs, *Males, *Prisoners, *Program Planning, Program Proposals, Research Reviews (Publications), *Vocational Education Identifiers—California

This study represents the combined efforts of three separate institutions (California Department of Education, the California Department of Corrections, and the California Advisory Council for Vocational Education and Technical Training) to obtain data for more responsible program planning. Research strategy was developed to elicit facilitating or inhibiting factors from a variety of sources: Literature on prison work or skill training; previous studies of California's institutional vocational training programs; and inmates, parolees, parole officers, employers, and institutional vocational training personnel. Chapters 1 through 4 of this report each set forth the knowledge and experience of a particular referent or group. To illustrate, the documentation for Chapter 3 was prepared from previous studies on, or related to, California's institutional vocational programs. Then views from these sources are summarized and commented upon in Chapter 5. Chapter 5 then provides the substance for the last chapter, (6) which describes a Vocational Educa-

tion Model for Corrections and fifteen sub-proposals. References, additional reading or resources, and three appendices (Inmate Survey Questionnaires; Parolee, Employer Parole Officer Questionnaire; Inventory-Program Planning Activities) are included. (HD)

ED 130 094 95 CE 008 557

Critical Issues in Vocational-Technical Education. Annual Regional Vocational Education Leadership Development Conference. Conference Proceedings. (1st, Atlanta, Georgia, April 4-7, 1976).

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—155p.; For related documents, see CE 008 558-570

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Abstracts, Conference Reports, *Educational Problems, *Educational Trends, Leadership Training, Speeches, *Vocational Education

Identifiers—EPDA: Education Professions Development Act, Georgia

The purpose of this Education Professions Development Act (EPDA) awardee sponsored conference was to continue and expand opportunities for leadership development through planning, implementing, and participating in conducting of a professional conference. "Critical Issues in Vocational Education" was the theme of the conference. Each of the nine participating institutions presented two papers, one pertaining to a critical issue in vocational education as identified in Section 403 of H.R. 6251, and the other addressing a special interest area of the institution. In addition, noted leaders in the field of education addressed issues of relevance to the conference participants. The current status of vocational legislation was the topic of a symposium. This document contains abstracts of the critical issue papers and special interest topic presentations delivered by the EPDA fellows from each of the participating institutions, the texts or abstracts of the topics addressed by each of the guest speakers, the symposium presentations, and a conference evaluation. (HD)

ED 130 095 95 CE 008 558

Couch, Sue Henry, Sarah

Competency-Based Vocational Education.

Pub Date Apr 76

Note—14p.; Paper presented at the Southern Region Vocational Education Leadership Development Conference (Atlanta, Georgia, April 4-7, 1976). For related papers see CE 008 557-570

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Consortia, *Curriculum Development, Educational Problems, *Educational Trends, *Performance Based Education, Regional Programs, *Vocational Education Identifiers—Kentucky, Vocational Technical Education Consortium States, V-TECS

One of a series of papers on critical issues in vocational-technical education, this paper discusses four aspects of Competency-Based Vocational Education (CBVE): What is CBVE? Why CBVE? V-TECS (Vocational-Technical Education Consortium of States)—A System of Curriculum Development, and Problems-Issues. Focus is on Kentucky program development as an outgrowth of involvement in the 7-state V-TECS project. (HD)

ED 130 096 95 CE 008 559

Brannon, Donald R.

Issues in Vocational Education Evaluation.

Pub Date Apr 76

Note—18p.; Paper presented at the Southern Region Vocational Education Leadership Development Conference (Atlanta, Georgia, April 4-7, 1976). For related papers see CE 008 557-570

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Assessment, Educational Policy, Educational Problems, *Educational Trends, Efficiency, Evaluation, Program Effectiveness, *Vocational Education

One of a series of papers on critical issues in vocational-technical education, this paper identifies and explores four issues in evaluation of vocational education: (1) Time and Performance, (2) Evaluation of Outputs and/or Outcomes, (3) Evaluation of Efficiency and Effectiveness, and (4) Policy Evaluation. (HD)

ED 130 097 CE 008 560

Kaufman, Jack Tesolowski, Dennis
Techniques for Assessing Interests, Aspirations,
and Potential of Vocational Education Students.
Pub Date Apr 76

Note—9p.; Not available in hard copy due to marginal reproducibility of the original document. Paper presented at the Southern Region Vocational Education Leadership Development Conference (Atlanta, Georgia, April 4-7, 1976). For related papers see CE 008 557-570

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Assessment, Educational Problems, *Educational Trends, Individual Needs, *Needs Assessment, Psychological Tests, Student Evaluation, *Vocational Education

One of a series of papers on critical issues in vocational-technical education, this paper develops the thesis that vocational evaluation, a specialized division of vocational rehabilitation, has accrued a body of skills and techniques which might prove valuable to vocational educators. The four primary techniques (psychological testing, work sampling, situational assessment, and job tryout) are presented along with a synopsis of their origins and history. The implicit assumption is that the ability to improve special needs programming will increase in proportion to our ability to assess the needs of students. (HD)

ED 130 098 CE 008 561

Buffer, Loretta C. And Others
Articulation in Education.
Pub Date Apr 76

Note—25p.; Parts of the 6-page bibliography may not reproduce well because of light, broken type. Paper presented at the Southern Region Vocational Education Leadership Development Conference (Atlanta, Georgia, April 4-7, 1976). For related papers see CE 008 557-570

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Articulation (Program), Curriculum, Educational Problems, *Educational Trends, Interinstitutional Cooperation, Program Planning, *Vocational Education

One of a series of papers on critical issues in vocational-technical education, this paper discusses problems and possible solutions to the need for special consideration of individual needs as students migrate within and between educational programs. Articulation is required so that students may move from program to program, or from institution to institution, with a minimum of wasted time and duplicated effort. Problem areas in planning for articulation that are identified and discussed are students, curriculum and instruction, student personnel services, facilities and resources, mistrust among faculties, and institutional autonomy. What some states are doing in regard to articulation is described briefly, and a discussion of the future of articulation is included. (HD)

ED 130 099 CE 008 562

Johnson, Carole And Others
Priority Planning Pierces the Personpower Puzzle:
Facing the Facts in Forecasting.
Pub Date Apr 76

Note—50p.; Paper presented at the Southern Region Vocational Education Leadership Development Conference (Atlanta, Georgia, April 4-7, 1976). For related papers see CE 008 557-570

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Curriculum Development, Economic Research, Educational Problems, *Educational Trends, Human Resources, Job Satisfaction, Labor Market, *Labor Supply, Manpower Development, *Manpower Needs, Prediction, *Program Planning, *Vocational Education

One of a series of papers on critical issues in vocational-technical education, this paper presents an overview of (1) manpower supply and demand factors, (2) techniques for geographic allocation of resources, and (3) strategies for curricular prioritization and determination as they relate to program planning for vocational education. Emphasis is on the components needed for correlating vocational education with present and future labor market trends, four specific methods of demand forecasting, the ingredients of supply analysis, and the utilization of job satisfaction data as related to labor supply and demand. (HD)

ED 130 100 CE 008 563

Gonzalez, Jose Vazquez, Anibal
The Need for Bilingual-Vocational Education in America.
Pub Date Apr 76

Note—13p.; Paper presented at the Southern Region Vocational Education Leadership Development Conference (Atlanta, Georgia, April 4-7, 1976). For related papers see CE 008 557-570

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bilingual Education, Cultural Factors, *Educational Needs, Educational Problems, *Educational Trends, Languages, Program Planning, *Vocational Education Identifiers—United States

One of a series of papers on critical issues in vocational-technical education, this paper discusses the need for a bilingual-vocational education program in America emphasizing that oral and written language is not the only or even most important variable in developing a bilingual-vocational education program and that an understanding of the cultural background of each non-English speaking student will provide both parties (teacher and student) mutual rapport to simplify the teaching-learning process. Eight conclusions and recommendations are included for program improvement at the national level. (HD)

ED 130 101 CE 008 564

Couey, Ned And Others
Development of Training Opportunities for Individuals in Rural Areas.
Pub Date Apr 76

Note—23p.; Paper presented at the Southern Region Vocational Education Leadership Development Conference (Atlanta, Georgia, April 4-7, 1976). For related papers see CE 008 557-570

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Problems, *Educational Trends, Program Planning, *Rural Education, *Vocational Education

One of a series of papers on critical issues in vocational-technical education, this paper examines rural education as it now exists, and some of the diagnostic information available which will assist in identifying some specific needs. Some problems in meeting needs are discussed, and it is noted that data about the students, the adult population, the job market, the state-of-the-art of present programs, the demographic, industrial and economic, and land use information must be a part of planning and decision making. Also emphasized is consideration of the resources and present services available and the concerns of the community about maintaining present programs, or extending and improving them, or implementing new programs. (HD)

ED 130 102 CE 008 565

Aiken, William C. And Others
Meeting the Training, Counseling, and Placement Needs of Unemployed Youth and Adults.
Pub Date Apr 76

Note—11p.; Paper presented at the Southern Region Vocational Education Leadership Development Conference (Atlanta, Georgia, April 4-7, 1976). For related papers, see CE 008 557-570. Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adults, Educational Problems, Educational Trends, Federal Programs, Job Placement, *Unemployed, Vocational Counseling, *Vocational Education, Youth

One of a series of critical issues in vocational-technical education, this paper cites a number of programs for training unemployed youth and adults, most of them funded through federal legislation, and discusses the role of the vocational educator in counseling and placing unemployed people. (HD)

ED 130 103 CE 008 566

Morgan, Susie B. Pendleton, Barbara A.
Implementing a Career Guidance and Placement Center.
Pub Date Apr 76

Note—24p.; Paper presented at the Southern Region Vocational Education Leadership Development Conference (Atlanta, Georgia, April 4-7, 1976). For related documents see CE 008 557-570

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Education, Career Planning, *Counseling Centers, Guidance Counseling, Guidance Facilities, *Guidance Functions, Guidance Personnel, *Guidance Programs, Guidance Services, Secondary Education, Secondary School Counselors

Guidelines on how placement should fit into the total school setting and in particular into career education as it becomes better established are discussed in this paper, one of a series on critical issues in vocational-technical education. The school counselor is viewed as the coordinator of the total career guidance, counseling, and placement program as well as having a major role in working directly with students. Career guidance, counseling, and placement functions are grouped into three categories: Curriculum based functions, individual facilitation functions, and on-call functions. Traditional processes and resources of career guidance, counseling and placement functions are discussed. Implementation strategies for career guidance and placement programs are outlined to provide an approach to a sequential system for program implementation, which consists of three stages: Precommitment stage, commitment stage, and implementation stage. The model-comprehensive approach to establishing a career guidance and placement center described here is specifically for the secondary school (7-12), although the concept can be modified and made applicable for either elementary or post-secondary education. Activities and community resources use are suggested, and a floor plan for a placement center is included. (TA)

ED 130 104 CE 008 567

Copeland, Gordon F.
Urban Vocational Education: The National Advisory Council's Recommendations and Their Applicability to the Inner City Public School System.
Pub Date [76]

Note—14p.; Paper presented at the Southern Region Vocational Education Leadership Development Conference (Atlanta, Georgia, April 4-7, 1976). For related papers see CE 008 557-570

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Case Studies, Educational Problems, Educational Trends, Inner City, Program Evaluation, Public School Systems, *Urban Education, Urban Schools, *Vocational Education

One of a series on critical issues in vocational-technical education, this paper applies the National Advisory Council on Vocational Education recommendations concerning urban vocational education to a specific inner city school system, the Durham, North Carolina, Public School System, which is seen as a microcosm of our large urban systems. Issue is taken with the Council's recommendations, and suggestions are made which are considered applicable to other urban systems to further enhance urban vocational education. (HD)

ED 130 105 CE 008 568

Wright, Jerald B.
Urban Vocational Education: A Summary of Recommendations by the National Advisory Council on Vocational Education.
Pub Date [75]

Note—15p.; For a related document see ED 110 603

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Policy, Advisory Committees, *Educational Needs, *Educational Problems, National Programs, Policy Formation, State of the Art Reviews, State Programs, *Trend Analysis, Urban Areas, *Urban Education, *Vocational Education

Identifiers—National Advisory Council on Vocational Education, United States

The research and evaluation consultant for the North Carolina Advisory Council on Vocational Education summarizes the position of the National Advisory Council based on their special 1974 report entitled "Report on Urban Vocational Education" supplemented by the annual reports from 1972 to 1975. Noting that the report summarizes hearings held in five different cities (Washington, Pittsburgh, Atlanta, Houston, and Los Angeles) providing testimony about some innovative and exemplary programs, he notes the common concerns: (1) The development of career education, K-12, (2) the expectation that schools address broad social problems which do

not have simple solutions, (3) the high unemployment rate among youth in cities, intensified by racial discrimination which is more serious in large cities, and by the flight of businesses to suburbs, (4) the low range of occupations offered by school vocational programs, (5) too few students being reached by vocational programs, (6) inadequate preparation of students in basic English and math, (7) females being kept out of high-paying fields, and (8) programs not meeting the needs of local employment markets. Recurrent themes from the testimony are said to indicate areas of special concern for improving urban vocational programs: Program expansion, funding, relevance of courses, coordination among employers and unions and schools, counseling and placement, image of vocational education, private schools, discrimination, and needs of handicapped students. Specific recommendations based on information gained through the hearings, substantiated by information from the reports of the state advisory councils, are listed for federal, state, and local levels. (JT)

ED 130 106 CE 008 570

Allen, W. Carolyn. And Others

Correction of Sex Discrimination and Sex Stereotyping in Education.

Florida State Univ., Tallahassee. Coll. of Education.

Pub Date 76

Note—35p.; Paper presented at Southern Region Vocational Education Leadership Development Conference (Atlanta, Georgia, April 4-7, 1976). For related papers see CE 008 557-569

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Affirmative Action, Counselor Attitudes, Court Role, *Curriculum Development, Educational Alternatives, Educational Attitudes, Elementary Secondary Education, Employment Practices, Employment Trends, Equal Education, Equal Protection, *Nondiscriminatory Education, School Responsibility, *Sex Discrimination, *Sex Role, Sex Stereotypes, Teacher Attitudes, *Vocational Education, Work Attitudes, Working Women

Questions concerning academic and vocational issues were answered by examining how legislation affects and corrects sex role stereotyping, societal attitudes and sex bias, and employment patterns of men and women at present and in the future. Educational practices that promote sex discrimination were investigated in the following areas: Enrollment in particular educational programs, counseling bias, teacher attitude, instructional materials, and educational leadership. Sex role stereotyping in vocational education was found to occur in all program areas and on all levels ranging from administrators to students. Through the identification of societal and attitudinal factors that contribute to sex role stereotyping in employment and educational practices, it was discovered that not one set of elements existed, but an interwoven set of circumstances, which are tolerated if not accepted by society. For vocational education to act as an example for change for other areas of education, leadership must be willing to initiate changes starting with their own attitudes. (TA)

ED 130 107 CE 008 571

Davis, Edward L. And Others

Vocational Education Programs for the Disadvantaged Student.

Georgia Univ., Athens. Div. of Vocational Education.

Pub Date 76

Note—42p.; Paper presented at the Vocational Education Leadership Development Conference, (Atlanta, Georgia, April 4-7, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Definitions, *Disadvantaged Youth, Educational Legislation, *Educational Trends, *Federal Legislation, Literature Reviews, Program Evaluation, State of the Art Reviews, Student Evaluation, Teaching Methods, Teaching Techniques, *Vocational Education

Identifiers—United States

A review of the literature was conducted to identify the current status and direction of the effort to meet the individual needs of the disadvantaged student through vocational education. The major data source was the ERIC (Educational Resources Information Center) collections for the time period between 1960 and 1975. Data was subdivided into four categories: (1) Defini-

tion and identification of the disadvantaged student, (2) the legislation concerning disadvantaged students in vocational education, (3) approaches to effectively teaching the disadvantaged in vocational education, and (4) the evaluation of those approaches. The major portion of this paper summarizes the findings in each of the four areas: Definition (13 pages and a 12-item bibliography); Legislation, a listing and brief summary of federal acts (7 pages and a 23-item bibliography); Teaching Approaches (6 pages and an 8-item bibliography); and Evaluation (4 pages and no bibliography). (JT)

ED 130 108 95 CE 008 574

Chenault, JoAnn Mermis, William L.

The Professional Education of Human Services Personnel. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date Jan 76

Note—49p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Education, Concept Formation, Cooperative Planning, Definitions, Educational Alternatives, Educational Development, Graduate Study, Higher Education, Human Resources, *Human Services, Interagency Cooperation, Learning Experience, *Models, National Programs, Policy Formation, *Professional Education, *Professional Personnel, *Program Development, Program Effectiveness, Program Evaluation, Program Planning, Relevance (Education), School Community Cooperation, Teacher Education, Work Experience

Commissioned by the Office of Career Education (OCE), this monograph provides a perspective from which the OCE could (1) examine the human services education model implemented by the authors, and (2) consider its possible usefulness in OCE's future planning and development. The focus is on the potential alliance of career education and human services as current national movements which are considered to be organically and systematically interrelated in their basic concepts, purposes, span of concern, and breadth of potential influence on societal change. The authors suggest that if professionals in both areas are to recognize the potential of mutual gains by formal and informal alliances, collaboration, and integration of efforts, both movements will benefit. Conceptual issues in the development of education models for career education personnel are identified and basic questions and issues concerning tradition are addressed. The nature of human services education is discussed, followed by an extensive content model for human services education. This model is discussed in terms of relevance for career education training, differentiating program features, and problems associated with the nature of the program. Concepts of prevention and problems of program development are also discussed. The paper concludes with general recommendations for national planning. (TA)

ED 130 109 CE 008 578

Fago, David P. Sedlacek, William E.

Career Attitudes Related to Traditional and Non-Traditional Views of Occupational Prestige. Research Report No. 7-75.

Maryland Univ., College Park. Counseling Center.

Pub Date [75]

Note—15p.; Not available in hard copy due to marginal legibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Attitudes, *Career Choice, *Changing Attitudes, College Students, Economic Status, Higher Education, Individual Needs, *Occupational Choice, Professional Occupations, Skilled Occupations, Social Attitudes, *Social Influences, Social Science Research, *Social Status, *Social Values, Socioeconomic Influences, Status

A questionnaire requesting subjects to rank 16 occupations according to "how you perceive their social standing" (prestige ranking) was administered to 154 undergraduate students. From an analysis of the rankings, students were labeled Traditional (N=73) and Non-Traditional (N=74) and were then compared on demographic and attitudinal variables. Non-Traditional students tended to rank the skilled trades higher in prestige than did Traditional students. Analysis of

variance indicated that Traditional students, compared to Non-Traditional students, were more interested in career advancement and high initial and anticipated future earnings, but were less concerned with (1) having an impact on society, (2) the need for intellectual challenges or interactions, or (3) financing their education. No significant main effect or interactions due to sex were found, nor were there significant demographic differences between the two groups. The implications of possible shifts in what has been an extremely stable occupational prestige hierarchy and related issues are discussed. Three tables show student rankings and means and standard deviations for the two groups. (TA)

ED 130 110 CE 008 579

Help Wanted. Sexism in Career Education Materials. How to Detect It and How to Counteract Its Effects in the Classroom.

Women on Words and Images, Princeton, N. J. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Contract—NIE-C-74-0138

Note—51p.

Available from—Women on Words and Images, P. O. Box 2163, Princeton, N. J. 08540

Document Not Available from EDRS.

Descriptors—Career Awareness, *Career Education, Discriminatory Attitudes (Social), Educational Research, Educational Resources, Elementary Secondary Education, Enrichment Activities, Equal Opportunities (Jobs), *Instructional Materials, *Instructional Media, Language Role, Media Selection, Post Secondary Education, *Role Perception, *Sex Discrimination, Sex Role, *Sex Stereotypes, Social Attitudes

A 4-part summary of research on career education materials comprises this report. First, it provides some documentation on the extent to which sex-role stereotyping was found in an analysis of more than 80 randomly selected K-12 and post-secondary career education materials. Second, the report offers general advice to teachers and counselors for detecting and counteracting sexism in those materials currently in classroom use. Third, it presents a teacher/counselor activity checklist for enriching career opportunity awareness. Finally, the report lists organizations and products which are considered nonsexist sources and resources. A tabulation of the occupations derived from the materials studied is appended. (TA)

ED 130 111 CE 008 613

Lee, Jasper S.

Understanding the Agribusiness Concept.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date 76

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Agribusiness, *Agricultural Production, Agriculture, *Assembly (Manufacturing), Definitions, *Fundamental Concepts, Marketing, Systems Development

Designed to aid in learning the main ideas of the agribusiness concept, this document answers the following questions, treating each answer in a separate explanatory section: (1) What is the meaning of the terms "agribusiness" and "agribusiness"? (2) What is the relationship of agriculture and agribusiness? (3) What is involved in tracing an agricultural product from origin to consumption? (4) What were the major contributors to the development of agribusiness? (5) How did the development of agribusiness occur? and (6) What are the essential components of agribusiness activity? Diagrams are included to supplement the text. A bibliography is appended. (SH)

ED 130 112 CE 008 624

Region X Adult Education Staff Development Program. Final Report.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.

Pub Date Aug 75

Grant—OEG-0-72-1441

Note—65p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Adult Education, Adult Education Programs, *Adult Educators, Educational Objectives, Educational Opportunities, Educational Planning, Inservice Education, Preservice Education, *Professional Personnel, *Professional Training, Program Descriptions, *Regional Planning, Regional Programs, Staff Role Identifiers—*Staff Development, United States (Northwest)

The 3-year Region 10 Program was designed to develop a cooperative network of sharing and resources among states in the region. Although, during the program, specific objectives and activities considerably changed as a response to the new knowledge and conditions which the Program identified, some general characteristics and outcomes which were continuing concerns over the entire Program include: (1) The Consortium Board function as a regional planning, sharing, coordinating, policy-making body for the Program, (2) State Departments of Education be responsible for leadership in staff development planning and coordination within the state and among states in the region, (3) participating universities work toward the development of relevant courses and programs which meet the needs of adult educators, (4) participating universities provide technical assistance to local programs in planning, implementing, and evaluating pre- and in-service activities, (5) local adult education programs identify and use staff as local in-service coordinators, (6) selected staff from throughout the region have expertise/resources in the areas of staff/program need, and (7) each staff development activity, product, or service be designed in such a way as to benefit the entire region. This report includes a discussion of the Program's management organization, goals and objectives, activities, and outcomes. (SH)

ED 130 113 CE 008 635
Occupational Orientation: Personal and Public Service Occupations. Experimental Curriculum Materials.

Illinois State Office of Education, Springfield.
Pub Date [75]
Note—155p.; For related documents see CE 008 635-639

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.
Descriptors—Activity Learning, Attitude Tests, Career Awareness, *Career Exploration, Criterion Referenced Tests, Curriculum, Instructional Materials, *Learning Activities, Lesson Plans, *Occupational Clusters, Occupational Guidance, Performance Based Education, *Public Service Occupations, Secondary Education, *Service Occupations, Service Workers

Identifiers—Illinois

These experimental curriculum materials for one of five clusters developed for the occupational orientation program in Illinois include a series of learning activity packages (LAPs) designed to acquaint the student with the wide range of occupational choices available in the personal and public service occupations field. The 29 LAPs, each focusing on a different occupation, are grouped under 11 categories: (1) Personal and Public Service Occupations (General), (2) Hospitality Careers, (3) Clothing Management, Production, and Service Careers, (4) Personal Services, (5) Institutional and Home Management Careers, (6) Home Furnishings, Equipment, and Services Careers, (7) Human Development Service Careers, (8) Protection Service Careers, (9) Transportation Careers, (10) Government Careers, and (11) Personal and Public Service Occupations (General). Each LAP identifies the category, the focus, the activity, and the objective. It lists the equipment, supplies, and forms needed, states the rationale, and describes the suggested procedure and alternate activities. The activities are designed to give students the opportunity to research, observe, and gain hands-on experience in representative jobs within the career field. This document contains the Student Awareness/Attitude Inventory, and guidelines for developing pre-post assessment tests. Seven student forms, and lists of 33 references and of 64 addresses for obtaining resources are appended. (HD)

ED 130 114 CE 008 636
Occupational Orientation: Health Occupations. Experimental Curriculum Materials.
Illinois State Office of Education, Springfield.
Pub Date [75]
Note—228p.; For related documents see CE 008 635-639

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Activity Learning, Attitude Tests, *Career Exploration, Criterion Referenced Tests, Curriculum, *Health Occupations, Health Services, Instructional Materials, *Learning Activities, Lesson Plans, Medical Services, *Occupational Clusters, Occupational Guidance, Paramedical Occupations, Performance Based Education, Secondary Education

Identifiers—Illinois

These experimental curriculum materials for one of five clusters developed for the occupational program in Illinois include a series of learning activity packages (LAPs) designed to acquaint the student with the wide range of occupational choices available in the health occupations field. The 28 LAPs, each with a different occupation focus, are grouped under seven categories: (1) Health Occupations (General), (2) Medical, Dental and Nursing Occupations, (3) Related Health Specialties, (4) Physical, Mental, and Social Rehabilitation Occupations, (5) Clinical Laboratory and Related Technical Occupations, (6) Environmental and Public Health Occupations, and (7) Administrative, Business, and Clerical Occupations. Each LAP identifies the category, the focus, the activity, and the objective. It lists the equipment, supplies, and forms needed, states the rationale, and describes the suggested procedure and alternate activities. The activities are designed to give students the opportunity to research, observe, and gain hands-on experience in representative jobs within the career field. This document contains the Student Awareness/Attitude Inventory, and guidelines for developing pre-post assessment tests. Student forms (Resource Person Information Sheet, Field Trip Observation Form, Interview Questions, Observation/Interview Form) and lists of 34 references and 81 addresses for obtaining resources are appended. (HD)

ED 130 115 CE 008 637
Occupational Orientation: Business, Marketing and Management Occupations. Experimental Curriculum Materials.

Illinois State Office of Education, Springfield.
Pub Date [75]
Note—200p.; For related documents see CE 008 635-639

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.
Descriptors—Activity Learning, Attitude Tests, Business, Business Education, *Career Exploration, Clerical Occupations, Criterion Referenced Tests, Curriculum, Instructional Materials, *Learning Activities, Lesson Plans, Managerial Occupations, Marketing, Occupational Clusters, Occupational Guidance, *Office Occupations, Performance Based Education, *Sales Occupations, Secondary Education

Identifiers—Illinois

These experimental curriculum materials for one of five clusters developed for the occupational orientation program in Illinois include a series of learning activity packages (LAPs) designed to acquaint the student with the wide range of occupational choices available in the business, marketing, and management occupations field. The 31 LAPs, each focusing on a different occupation, are grouped under four categories: (1) General Information, (2) Marketing, (3) Office, and (4) General. Each LAP identifies the category, the focus, the activity, and the objective. It lists the equipment, supplies, and forms needed, states the rationale, and describes the suggested procedure and alternate activities. The activities are designed to give students the opportunity to research, observe, and gain hands-on experience in representative jobs within the career field. This document contains the Student Awareness/Attitude Inventory, and guidelines for developing pre-post assessment tests. Student forms (Resource Person Information Sheet, Field Trip Observation Form, Interview Questions, Observation/Interview Form), and lists of 11 references and of 47 addresses for obtaining resources are appended. (HD)

ED 130 116 CE 008 638
Occupational Orientation: Applied Biological and Agricultural Occupations. Experimental Curriculum Materials.
Illinois State Office of Education, Springfield.
Pub Date [75]
Note—178p.; For related documents see CE 008 635-639
EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Activity Learning, Agribusiness, Agricultural Machinery Occupations, *Agricultural Occupations, Agricultural Production, Attitude Tests, *Biological Sciences, *Career Exploration, *Conservation (Environment), Criterion Referenced Tests, Curriculum, Environment, Farm Mechanics (Occupation), Forestry Occupations, Horticulture, Instructional Materials, *Learning Activities, Lesson Plans, Natural Resources, *Occupational Clusters, Occupational Guidance, Performance Based Education, Secondary Education

Identifiers—Illinois

These experimental curriculum materials, from one of five clusters developed for the occupational orientation program in Illinois, include a series of learning activity packages (LAPs) designed to acquaint the student with the wide range of occupational choices available in the applied biological and agricultural occupations. The 30 LAPs, each with a different occupation focus are grouped under six categories: (1) Applied Biological and Agricultural Occupations, (2) Agricultural Mechanics, (3) Agricultural Products, Supplies, Sales, and Services, (4) Natural Resources, Forestry, and Environmental Control, (5) Ornamental Horticulture, and (6) Production Agriculture. Each LAP identifies the category, the focus, the activity, and the objective. It lists the equipment, supplies, and forms needed, states the rationale, and describes the suggested procedure and alternate activities. The activities are designed to give students the opportunity to research, observe, and gain hands-on experience in representative jobs within the career field. This document contains the Student Awareness/Attitude Inventory, and guidelines for developing pre-post assessment tests. Eleven student forms, 21 references, and 26 addresses for obtaining resources are appended. (HD)

ED 130 117 CE 008 639
Occupational Orientation: Industrial Oriented Occupations. Experimental Curriculum Materials.

Illinois State Office of Education, Springfield.
Pub Date [75]
Note—98p.; For related documents see CE 008 635-639

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—Activity Learning, Attitude Tests, Building Trades, *Career Exploration, Criterion Referenced Tests, Curriculum, Electrical Occupations, Energy, Graphic Arts, Instructional Materials, *Learning Activities, Lesson Plans, Metal Working Occupations, *Occupational Clusters, Occupational Guidance, Performance Based Education, Secondary Education, Shop Curriculum, Technical Occupations, *Trade and Industrial Education

Identifiers—Illinois

These experimental curriculum materials, for one of five clusters developed for the occupational orientation program in Illinois, contain teacher references and a series of learning activity packages (LAPs) designed to acquaint the student with the wide range of occupational choices available in the industrial oriented occupations field. The 30 LAPs, each focusing on a different occupation are grouped under six categories: (1) Industrial Occupations (General), (2) Combined Metal Trades, (3) Construction Trades, (4) Electronics and Instrumentation, (5) Energy and Power, and (6) Graphic Communications. Each LAP identifies the category, the focus, the activity, and the objective. It lists the equipment, supplies, and forms needed, states the rationale, and describes the suggested procedure and alternate activities. The activities are designed to give students the opportunity to research, observe, and gain hands-on experience in representative jobs within the career field. This document also contains the Student Awareness/Attitude Inventory, and guidelines for developing pre-post assessment tests. Student forms (Field Trip Observation Form, Resource Person Information Sheet, Interview Questions, and Observation/Interview Form) and lists of 12 references and of 70 addresses for obtaining resources are appended. (HD)

ED 130 118 CE 008 654
Hoyt, Kenneth
Community Resources for Career Education. Monographs on Career Education. Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date 76
Note—34p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 017-080-01615-0, \$0.55; minimum charge of \$1.00 for each mail order)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Agency Role, *Career Education, Community Agencies (Public), *Community Resources, Conference Reports, *Educational Programs, Educational Responsibility, Leadership Responsibility, *National Programs, Private Agencies, Program Development, Program Planning, *School Community Relationship, *School Industry Relationship, Youth Agencies

Identifiers—United States

Major issues of two mini-conferences for business/labor/industry community representatives with extensive experience and involvement in career education are reported in this monograph. Focus is on recognizing and utilizing community resources that now exist and moving actively toward building new community resources. To this end, the monograph describes the principle of collaboration in career education and delineates the major kinds of career education activities calling for collaborative efforts between educators and the business/labor/industry community. Eleven current major national programs involved in career education are described; it is suggested that if these national efforts can be made an integral part of a total community career education effort, the goals of career education will be enhanced. Examples of how local community resources are used for career education are presented, based on the recognition that local, not national, efforts will determine the effectiveness of implementation of career education. Further issues on policy and directional questions are discussed. Lists of the two mini-conferences' participants are appended. (TA)

ED 130 119 CE 008 659

Planning for Continuous Occupational Education Programs Between Secondary and Postsecondary Education.

Michigan State Dept. of Education, Lansing.

Pub Date 75

Note—19p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrative Problems, Administrator Responsibility, Articulation (Program), *Cooperative Planning, *Educational Coordination, *Educational Planning, Educational Programs, Post Secondary Education, *Program Administration, Program Improvement, Secondary Education, State Programs, State-wide Planning, *Vocational Education

Identifiers—Michigan

Pertinent problems are identified which act as deterrents in providing effective program coordination and articulation in occupational education. Also identified are some procedures currently being used to improve this situation and specific recommendations which should assist in solving problems that exist. The document proposes: (1) that all institutions submit a plan of articulation to the State Board of Education by a specified date; (2) that two demonstration projects on program articulation be funded through the Legislature; (3) that institutional role statements be developed at the local level; (4) that efforts continue toward the reorganization of community college districts and; (5) that emphasis should be given within the State Department of Education to ensure a uniform effort in encouraging horizontal and vertical coordination and articulation. (SH)

ED 130 120 CE 008 665

Interdisciplinary Cooperative Education Programs. Curriculum Guide.

District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.

Pub Date 76

Note—370p.

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—Career Planning, Consumer Education, *Cooperative Education, Cooperative Programs, Curriculum Guides, *High School Curriculum, Integrated Curriculum, *Interdisciplinary Approach, Law Instruction, Learning Activities, Lesson Plans, Safety Education, Senior High Schools, *Vocational Development, *Vocational Education

Eight units of study make up this senior high school Interdisciplinary Cooperative Education Program (ICEP) curriculum designed (1) to assist seniors in learning and developing the skills, knowledge, personal traits, health habits, work habits, safety habits, pride in achievement, and modes of conduct necessary for success; and (2) to assist them in making the transition from school to the world of work. Each unit contains a number of episodes (teacher-constructed plans for learning experiences). The Instructional Units are: (1) Orientation (5 episodes), (2) The World of Work (11 episodes), (3) Personal Growth and Effectiveness (8 episodes), (4) Career Information and Planning (18 episodes), (5) Consumer Education (28 episodes), (6) Community Services (3 episodes), (7) Law (19 episodes), and (8) Safety (5 episodes). The episode components are: Episode Name, Unit Number and Name, General Objectives, Related Concepts, Potential Centers, Proposed Evaluations, Proposed Strategies, Logistic Decisions, Related Content, and Episode Resources. The cooperative instructional units include Business and Office Education, Health Occupations Education, Home Economics Education, Industrial Arts Education, and Trade and Industrial Education. An example of the teacher's Summary Report, the employer's Evaluation of the Cooperative Trainees' On-the-Job Work, and a Student Survey are included. (HD)

ED 130 121 CE 008 668

Guidance Workshop Manual. "The Dictionary of Occupational Titles"—A Basic Tool for Counselors and Teachers.

Project CAREER, Randolph, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date May 73

Note—21p.; Not available in hard copy due to marginal reproducibility of original document.

For related documents, see CE 007 961-962 and CE 008 669

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Guides, Information Sources, *Instructional Materials, Manuals, *Occupational Information, Resource Guides, Resource Materials

Identifiers—*Dictionary of Occupational Titles, Massachusetts, Project CAREER

Part of the Project CAREER guidance component, this manual was created to assist educators in understanding and effectively using the "Dictionary of Occupational Titles" (DOT). The manual is essentially a workbook of exercises in DOT utilization. Materials excerpted from Appendixes A and B of DOT, Volume II, are appended. (TA)

ED 130 122 CE 008 669

Christiano, Thomas

Careerograms for Project CAREER's 122 Occupations.

Project CAREER, Randolph, Mass.

Report No.—VT-103-039

Pub Date Dec 74

Note—141p.; For related documents, see CE 007 961-962 and CE 008 668

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Adult Education, Career Education, *Career Exploration, *Careers, Charts, *Job Analysis, Manuals, *Occupational Clusters, *Occupational Guidance, *Occupational Information, Resource Materials, Secondary Education

Identifiers—Massachusetts, Project CAREER

Part of the Project CAREER guidance component, this manual presents career preparation analysis charts called "careerograms," visual devices which synthesize information contained in the "Dictionary of Occupational Titles" (DOT) and the "Occupational Outlook Handbook." Designed for use by counselors of high school students or adults, the careerograms present abstracted occupational information in chart form, and are arranged in 15 occupational clusters: Agribusiness and Natural Resources, Business and Office, Communications and Media, Construction, Consumer and Homemaking, Environment, Fine Arts and Humanities, Health, Hospitality and Recreation, Manufacturing, Marine Science, Marketing and Distribution, Personal Services, Public Service, and Transportation. For each occupation, the additional job titles, job definition, hours, average earnings, total education and

training requirements, high school courses of study, aptitudes, physical demands, interests, and temperament are given. (TA)

ED 130 123 CE 008 672

"Options in Education." Transcript for Program Scheduled for Broadcast the Week of August 2, 1976: Schooling and Jobs—Part I.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—20p.; Not available in hard copy due to marginal reproducibility of the original document. For related documents, see CE 008 673-677

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—College Graduates, Discussion Programs, Educational Alternatives, Educational Policy, Educational Radio, Employment, Employment Opportunities, *Employment Potential, Employment Problems, Job Satisfaction, Policy Formation, *Relevance (Education), *Underemployed, Undergraduate Students, Vocational Adjustment, *Work Attitudes, Work Experience

Identifiers—United States

Underemployment is the focus of this transcript of a radio series published as an electronic weekly magazine concerned with issues in education. The first of a 2-part series, this program incorporates studio interviews with: James O'Toole of the Center for the Study of the Future; a ceramics college graduate working as a shipping clerk; various college students concerning their career expectations; Albert Sussman, the dean of a school of graduate studies; and a former member of the graduate student government. The concept of underemployment, job satisfaction, and attitudes and expectations about work are discussed. Attention is also given to the need for a revision in America's concepts of schooling and jobs, and the prospects of Ph.D. candidates facing underemployment. (TA)

ED 130 124 CE 008 673

"Options in Education." Transcript for Program Scheduled for Broadcast the Week of August 9, 1976: Schooling and Jobs—Part II.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—24p.; For related documents, see CE 008 672-677

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Discussion Programs, Economic Factors, Educational Alternatives, Educational Radio, Employment, *Employment Opportunities, *Employment Problems, Job Satisfaction, Periodicals, *Relevance (Education), Resource Materials, Skilled Occupations, *Social Factors, Underemployed, *Unemployment, Vocational Adjustment, *Vocational Education, Work Attitudes, Work Experience

Unemployment is the focus of this transcript of a radio series published as an electronic weekly magazine concerned with issues in education. The second of a 2-part series, this program incorporates studio interviews with Elliot Liebow, anthropologist and author of "Tally's Corner" and with William Harwood, of New Schools Exchange, who both react to a series of sound portraits of people in what could be considered "dead end" jobs. The role of schools is examined on the question of relevancy to jobs and whether schools should be training young people to do certain kinds of work, and if so, which people will receive training for which jobs. A resource list on education and work is included. (TA)

ED 130 125 CE 008 674

"Options in Education." Transcript Week of January 5, 1976: Can You Get There from Here?—Part I.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—19p.; For related documents, see CE 008 672-677

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Graduates, Discussion Programs, Educational Alternatives, Educational Radio, Employment, *Employment Opportunities, *Employment Potential, Employment Problems, Job Satisfaction, National Programs, *Relevance (Education), *Underemployed, Undergraduate Students, Vocational Adjustment, Work Attitudes, Work Experience

Underemployment is the focus of this transcript of a radio series broadcast by the National Public Radio System, entitled "Can You Get There from Here?" The first of a 4-part series on the relationship between schooling and jobs, this program incorporates studio interviews with: James O'Toole of the Center for the Study of the Future; a ceramics college graduate working as a shipping clerk; various college students concerning their career expectations; and a graduate student working as a mail clerk for the U. S. Congress. The concept of underemployment, job satisfaction, and attitudes and expectations about work are discussed. (TA)

ED 130 126 CE 008 675

"Options in Education." Transcript of Program to Be Broadcast Week of January 12, 1976: Can You Get There from Here?—Part II.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76
Note—18p.; Not available in hard copy due to marginal reproducibility of the original document. For related documents, see CE 008 672-677

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Discussion Programs, Educational Alternatives, Educational Policy, Educational Radio, Employment, *Employment Potential, Employment Problems, *Job Satisfaction, Manpower Utilization, Relevance (Education), *Underemployed, *Unemployment, Vocational Adjustment, *Work Attitudes, Work Experience

Jobs and job satisfaction are the focus of this transcript of a radio series broadcast by the National Public Radio System entitled "Can You Get There from Here?" The second of a 4-part series on the relationship between schooling and jobs, this program centers around an interview with anthropologist Elliot Liebow, author of "Tally's Corner," and concentrates on Dr. Liebow's reactions to several sound portraits of people in what could be considered "dead end" jobs. The program also discusses unemployment and the problems of people who are not college-bound. (TA)

ED 130 127 CE 008 676

"Options in Education." Transcript Week of January 19, 1976: Can You Get There from Here?—Part III.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76
Note—22p.; Not available in hard copy due to marginal reproducibility of the original document. For related documents, see CE 008 672-677

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Choice, Discussion Programs, *Educational Alternatives, Educational Radio, *Educational Responsibility, Employment, *Employment Opportunities, Employment Potential, Employment Problems, Family School Relationship, Guidance, *Relevance (Education), School Community Relationship, *Work Attitudes

Career guidance and employment are the focus of this transcript of a radio series broadcast by the National Public Radio System entitled "Can You Get There from Here?" The third of a 4-part series on the relationship between schooling and jobs, this program centers around conversations with William Harwood of New Schools Exchange, and Willard Wirtz, former Secretary of Labor and author of "The Boundless Resource." The role of schools is examined on the question of relevancy to jobs and whether they should be training young people to do certain kinds of work, and if

so, which people will receive training for which jobs. Other topics discussed are the relationships of schools with family and community. (TA)

ED 130 128 CE 008 677

"Options in Education." Transcript Week of January 26, 1976: Can You Get There from Here?—Part IV.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76
Note—21p.; For related documents, see CE 008 672-676. Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Choice, *Career Education, Discussion Programs, Educational Alternatives, Educational Needs, Educational Radio, Employment, Employment Potential, *Employment Problems, Family School Relationship, Guidance, *Relevance (Education), Resource Materials, School Community Relationship, *Socioeconomic Influences

Career guidance/career education are the focus of this transcript of a radio series broadcast by the National Public Radio System entitled "Can You Get There from Here?" The fourth and final part of a 4-part series on the relationship between schooling and jobs, this program incorporates studio interviews with career counselors and educational administrators from various parts of the country. In the final segment of the program, excerpts are read from listeners' responses to the question of whether they received training in school for the jobs they now hold. The moderator reports that 60% of respondents said they had not received training in school for their current job, but most discussed the ambivalence of their situation. A resource list on education and work is included. (TA)

ED 130 129 08 CE 008 684

Robison, Kathleen
Survey of Public Demand/Need for Postsecondary Continuing Education for Adults (Lifelong Learning Programs) in Western New York. Final Report.

New York State Education Dept., Albany.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 76
Note—162p.; Best copy available

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Adult Characteristics, *Adult Education, *Adults, *Continuous Learning, *Educational Interest, *Educational Needs, Regional Planning, *Socioeconomic Influences, Surveys

Identifiers—New York

This report contains a survey assessing the needs of adults (in Western New York) for learning activities with the purpose of improving their educational opportunities. The report is divided into five units: (1) Introduction to the Project; (2) Regional Characteristics; (3) Research Methods; (4) Results of the Survey, which include such aspects as who is interested in participating in education, barriers to educational participation, reasons for participating in adult learning activities, topic preferences of adults, preferred learning conditions, financing adult learning programs, career retraining, and adult advisement; and (5) five appendices, which give a description of the Survey Research Center, a definition of the ENAS (Erie Niagara Area Survey) substrata, sampling fraction and weighing formulas, a sample respondent selection key, and the needs survey questionnaire. A summary of recommendations is also included. (WL)

ED 130 130 CE 008 693

Exploration of Health Careers. Curriculum Guide. District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.

Pub Date 76
Note—82p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Career Awareness, Career Education, *Career Exploration, Career Planning, *Core Courses, Course Content, Course Objectives, Curriculum Guides, Employment Qualifications, *Health Occupations, Health Occupations Education, Health Services, High School Curriculum, *Learning Activities, Occupational

Information, Paramedical Occupations, Secondary Education, Vocational Education

This curriculum guide provides an introductory course for secondary students interested in health careers. The instruction is sequential and exposes the student to a core curriculum including interpersonal, vocational and practical skills basic to the health occupations cluster. The course objectives are to: (1) Identify jobs and job opportunities in the health service industry, (2) assess self in relation to job requirements for various occupations within the health field, (3) perform some elemental tasks associated with various occupations in the health service industry, and (4) set personal goals within the field of health and discern the schooling necessary to reach those goals. Seven instructional units are included: Unit 1—Orientation; Unit 2—Health Care Systems and Components; Unit 3—You, the Health Care Worker; Unit 4—Planning Your Health Career; Unit 5—Becoming a Patient; Unit 6—The Patient from Admission to Discharge; and Unit 7—The Patient is Discharged. Each of these units contains student objectives, content, and suggested activities. The appendix contains a bibliography, a listing of audio-visuals (films and filmstrips), a listing of black contributors to health, and a listing of health careers at the entry, intermediate, college graduate, and graduate education levels. Suggestions for field trips are also appended. (HD)

ED 130 131 CE 008 699

Gilpatrick, Eleanor

Task Descriptions in Diagnostic Radiology.

Research Report No. 7. Volume 3, Machine-Related, Patient Care and Administrative Tasks: What Radiologists, Technologists, Nurses and Physicists Do to Run Things and Look After Patients and Equipment.

Health Services Mobility Study, New York, N.Y.
Spons Agency—City Univ. of New York, N.Y.

Hunter Coll. School of Health Sciences.; City Univ. of New York Research Foundation, N.Y.; Employment and Training Administration (DOL), Washington, D.C.

Pub Date 76
Contract—82-34-69-34

Note—417p.; For related documents, see CE 007 705, 008 476-477, and 008 700

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.

Descriptors—Classroom Materials, Curriculum Guides, *Health Occupations Education, Health Services, Instructional Materials, Job Development, *Job Skills, Medical Services, *Occupational Information, Paramedical Occupations, Post Secondary Education, *Radiologic Technologists, Radiology, Skill Analysis, *Task Analysis

Identifiers—Health Services Mobility Study

The third of four volumes in Research Report No. 7 of the Health Services Mobility Study (HSMS), this book contains 149 diagnostic radiologist task descriptions that cover activities in the area of nursing (patient care), film processing, quality assurance, radiation protection, machine maintenance, housekeeping, and administration at the departmental level. (The medical activities of radiologists are covered in Volume 1 and the patient procedures of radiologic technologists are covered in Volume 2. The first three volumes present the tasks in a given area in numerical order by code number. Volume 4 is an index of all the tasks in the three volumes.) These task descriptions are offered for use as instructional materials, as inputs to the design of career ladders, for the structuring of jobs and assignment of work to job titles, and as inputs to the development of performance evaluation instruments and proficiency tests. Chapter 1 of this volume defines "tasks" and tells how the descriptions were developed. The task descriptions are presented in numerical order by code number in Chapter 3 where the steps of the task are described in logical sequence in considerable detail. Chapter 2 is a guide to the tasks arranged in logical groupings (1) by function, such as patient care, quality assurance, radiation protection; and (2) by type of recipient, such as patient or co-worker. (HD)

ED 130 132 CE 008 700

Gilpatrick, Eleanor

Task Descriptions in Diagnostic Radiology.

Research Report No. 7. Volume 4, Index of Tasks by Code Number and Extended Name.

Health Services Mobility Study, New York, N.Y.

Spons Agency—City Univ. of New York, N.Y. Hunter Coll. School of Health Sciences; City Univ. of New York Research Foundation, N.Y.; Employment and Training Administration (DOL), Washington, D.C.

Pub Date 76

Contract—DOL-82-34-69-34

Note—145p.; For related documents see CE 007 705, 008 476-477, and 008 699-700

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Curriculum Guides, *Health Occupations Education, Health Services, Indexes (Locators), Instructional Materials, Job Development, *Job Skills, Medical Services, *Occupational Information, Paramedical Occupations, Post Secondary Education, *Radiologic Technologists, Radiology, Skill Analysis, *Task Analysis

Identifiers—Health Services Mobility Study, HSMS

The fourth of four volumes in Research Report No. 7 of the Health Services Mobility Study (HSMS), this book contains the extended task names of all the tasks whose descriptions can be found in the three prior volumes. It serves as an index to all the tasks by listing the volume in which each task description appears. Chapter 1 of this volume defines "tasks" and tells how the descriptions were developed. Chapter 2 is a guide to the tasks arranging the abbreviated task names in two groupings with code numbers and volumes given. Groupings are by area or system of the body and by function, such as technologist contrast examinations, patient care, and radiation protection and monitoring. The extended task names are presented in numerical order by code number in Chapter 3. The task descriptions are offered for use as instructional materials, as inputs to the design of career ladders, for the structuring of jobs and assignment of work to job titles, and as inputs to the development of performance evaluation instruments and proficiency tests. (Volume 1 contains 143 task descriptions covering most of the medical activities carried out by diagnostic radiologists. Volume 2 (Part I and Part II) contains 76 task descriptions, most of which are examination tasks carried out by radiologic technologists. Volume 3 contains 149 task descriptions that cover activities in the area of nursing (patient care), film processing, quality assurance, radiation protection, machine maintenance, housekeeping, and administration at the departmental level.) (HD)

ED 130 133 95 **CE 008 869**

Scalice, John J.

Basic Data Processing.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton, Div. of Vocational Education.

Report No.—VT-103-201

Pub Date Jun 76

Note—149p.

Available from—Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey (BE-198, \$2.50)

Document Not Available from EDRS.

Descriptors—*Computer Science Education, *Data Processing, Instructional Materials, Secondary Education, Study Guides, Vocational Education

This study guide in data processing is designed to make the subject accessible to the secondary student. It contains the following units: Historical Developments, Understanding the Computer, Careers in Data Processing, The Tabulating Card, Keypunching, Interpreting, Sorting, The 514 Reproducer, The 85 Collator, and The 402 Accounting Machine. The lessons within each unit consist of objectives, related information, and assignments. Photographs, drawings, and diagrams illustrate the text. A quiz completes each unit. (NJ)

ED 130 134 95 **CE 008 886**

Research and Development Project in Career Education. Curriculum Resource Guide. Volume I—Grades 1-4.

Petersburg Public Schools, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond, Div. of Vocational Education.

Report No.—VT-103-218

Bureau No.—V361010L

Pub Date 74

Grant—OEG-0-73-2990

Note—260p.; Not available in hard copy due to marginal reproducibility of the original document. For related documents, see CE 008 887-888

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Bibliographies, *Career Awareness, *Career Education, *Curriculum Guides, Elementary Education, *Elementary School Curriculum, Fused Curriculum, Grade 1, Grade 2, Grade 3, Grade 4, *Learning Activities, Lesson Plans, Resource Materials, Student Evaluation, Unit Plan

This first of a 3-volume curriculum guide covering Grades 1-9 contains four master units which incorporate career education concepts into the existing curriculum for Grades 1-4. The units for Grades 1-4 respectively are: Finding Out About the World of Work, Careers in Our Neighborhood and Community, Careers in and Around the City, and Careers in Our City and State. The general format for each unit includes an introduction, educational goals, career education concepts, informational (behavioral) objectives, instructional procedures, suggested student outcomes, evaluation methods, miscellaneous materials (primarily letters to parents and/or resource persons), and a bibliography. The instructional procedures are activities and experiences designed to achieve the stated goals and objectives. For each activity, the related content areas (for example, math and social studies) and the materials needed are listed. A bibliography of career education materials completes the document. Entries are arranged alphabetically by type of material and include articles, books, and pamphlets. The information provided for pamphlets, which constitute the largest number of references, is the title and availability. (Author/RG)

ED 130 135 95 **CE 008 887**

Research and Development Project in Career Education. Curriculum Resource Guide. Volume II—Grades 5-8.

Petersburg Public Schools, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond, Div. of Vocational Education.

Report No.—VT-103-219

Bureau No.—V361010L

Pub Date 74

Grant—OEG-0-73-2990

Note—282p.; Not available in hard copy due to marginal reproducibility of the original document. For related documents see CE 008 886-888

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Bibliographies, Career Awareness, *Career Education, Career Exploration, *Curriculum, *Curriculum Guides, Fused Curriculum, Grade 5, Grade 6, Grade 7, Grade 8, Intermediate Grades, Junior High Schools, *Learning Activities, Lesson Plans, Resource Materials, Student Evaluation, Unit Plan

This second of a 3-volume curriculum guide covering Grades 1-9 contains four master units which incorporate career education concepts into the existing curriculum for Grades 5-8. Focusing on careers in the city, state, and nation, the units for Grades 5 and 6 continue the career awareness activities developed for the primary grades. Activities in the career orientation and exploration unit for Grade 7 are grouped by subject areas: Reading, language arts, social studies, and mathematics. The program for eighth grade social studies explores various occupational clusters through seven subunits: The individual, prejudice, elections, war, government, democracy, and technology. The general format for each unit includes an introduction, educational goals, career education concepts, informational (behavioral) objectives, instructional procedures, suggested student outcomes, evaluation methods, and a bibliography. The instructional procedures are activities and experiences designed to achieve the stated goals and objectives. For each activity, the necessary resource materials are listed. A bibliography of career education materials (46 pages) completes the document. Entries are arranged alphabetically by type of material and include articles, books, and pamphlets. The information provided for pamphlets, which constitute the lar-

gest number of references, is the title and availability. (Author/RG)

ED 130 136 95 **CE 008 888**

Research and Development Project in Career Education. Curriculum Resource Guide. Volume III—Grades 8-9.

Petersburg Public Schools, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond, Div. of Vocational Education.

Report No.—VT-103-220

Bureau No.—V361010L

Pub Date 74

Grant—OEG-0-73-2990

Note—369p.; Not available in hard copy due to marginal reproducibility of the original document. For related documents, see CE 008 886-887

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Bibliographies, *Career Education, *Career Exploration, *Curriculum, Curriculum Guides, Fused Curriculum, Grade 8, Grade 9, Junior High Schools, *Learning Activities, Lesson Plans, Resource Materials, Student Evaluation, Unit Plan, *Units of Study (Subject Fields)

This third of a 3-volume curriculum guide for Grades 1-9, contains master units for Grades 8-9 which incorporate career education concepts into the existing curriculum. The career education program for Grades 8 and 9 focuses on factors related to career choice, educational planning, decisionmaking, and personal information and individual differences which will greatly affect an individual's choice of a career. The five master units for Grade 8 are: Physical Science, Survey of Literature, Contemporary English, Mathematics, and Social Studies. The four Grade 9 units are: Earth Science, Survey of Literature, Contemporary English, and Mathematics. The general format for each unit includes: Introduction, educational goals, career education concepts, informational (behavioral) objectives, instructional procedures, suggested student outcomes, and evaluation procedures. The instructional procedures are activities and experiences designed to achieve the stated goals and objectives. For each activity, the necessary resource materials are listed. A bibliography of career education materials (46 pages) completes the document. Entries are arranged alphabetically by type of material and include articles, books, and pamphlets. The information provided for pamphlets, which constitute the largest number of references, is the title and availability. (Author/RG)

ED 130 137 95 **CE 008 903**

Wircenski, J. L.

Developing Career Counseling Instruments. A Guidance Handbook.

Purdue Univ., Lafayette, Ind. Dept. of Industrial Education.

Report No.—VT-103-235

Note—15p.; For a related document see CE 009 068. Pages 12 and 13, containing recommendation and rating forms, will not reproduce well due to faint and broken type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Admission Criteria, Guidelines, Manuals, Material Development, *Measurement Instruments, Occupational Guidance, Rating Scales, *Student Evaluation, *Student Placement, *Vocational Counseling, *Vocational Education

Guidelines are presented for developing a career counseling instrument which may be used to identify and select students who can best benefit from a particular vocational program. Instrument construction takes approximately two hours and entails selecting appropriate criteria for student evaluation (such as grades, attendance, attitude, mental level, and program interest) and assigning point values to each one. The student is rated on a scale for each of the criteria, resulting in the attainment of points for each scale as well as a total point count for the instrument. Data for the instrument is obtained from student records and teacher evaluation. Sample forms are included. (Author/RG)

ED 130 138 95 **CE 008 908**

Curry, Charles C. Cosen, Roger

Work Ethics for Today's Youth. Teacher's Guide.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No—VT-103-240

Pub Date Jun 76

Note—173p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Career Education, *Employment, Ethical Instruction, *Ethics, Grade 10, Grade 11, High School Curriculum, Individual Development, Instructional Materials, Learning Activities, Secondary Education, *Teaching Guides, *Vocational Education, *Work Attitudes

This teaching guide provides vocational teachers with a method for implementing work ethics instruction. Twenty-three lesson plans are included, which are organized into eight instructional units: Learning about Work; Developing Personally; Conducting Yourself Ethically; Developing Human Relations Skills; Getting a Job; Performing on the Job; Managing Money; and Working Is for Everyone. Each lesson contains student objectives, motivation techniques, learning activities, content summary, teaching aids and references, and an evaluation technique. More than 20 different student activities are included in the motivation techniques and learning activities throughout the guide. Although the materials may be used in any regular classroom setting, field testing revealed that they are most relevant when taught at the 10th and 11th grade levels. (Author/NJ)

ED 130 139

CE 008 915

Dille, Jean L. And Others

A Review of Vocational Research and Exemplary Projects Conducted in Oregon during Fiscal Years 1970-1975 under the Auspices of Parts C and D of the Vocational Education Amendments of 1968 (P.L. 90-576). A Technical Report.

Oregon State Univ., Corvallis. Vocational-Technical Education Unit.

Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Report No—VT-103-247

Pub Date Jun 76

Note—87p.; For a related document see CE 008 916

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Education, Data Collection, *Demonstration Projects, Educational Research, Elementary Secondary Education, *Federal Programs, Post Secondary Education, *Program Evaluation, Research Methodology, *Research Projects, Tables (Data), Vocational Development, *Vocational Education

Identifiers—*Oregon

The technical report documents the methodology of a study reviewing the vocational research and exemplary projects in Oregon, so that successful projects or products may be accessible for transportability to other environments. The three stages of research were: (1) Data collection of information on practices, (2) selection of promising practices, and (3) dissemination of information on those practices designated as promising through publication of a handbook. The review and dissemination procedures are detailed under the headings: Document Review, On-Site Visitation, Selection Process, and Compiling the Handbook. Findings of the study are presented in 13 tables according to such variables as career development level, fiscal characteristics, contracting agencies, and instructional level. The project staff concludes that more practices would have been designated as "promising" if means were available for communicating them to others. Recommendations are offered for proposal preparation, project management, and dissemination, including procedures for updating the handbook. Appendices include a list of references, a list of consultants, project forms, selection criteria, flow charts of procedures, and correspondence. (RG)

ED 130 140

CE 008 916

Promising Practices in Oregon: Career and Vocational Education. Created in Oregon under the Auspices of Parts C and D of P. L. 90-576. Oregon State Univ., Corvallis. Vocational-Technical Education Unit.

Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Report No—VT-103-248

Pub Date May 76

Note—60p.; Document may not reproduce well due to small type. For a related document see CE 008 915

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Awareness, *Career Education, Career Exploration, Demonstration Projects, Elementary Secondary Education, Instructional Materials, Post Secondary Education, *Program Descriptions, Resource Guides, *Vocational Education

Identifiers—*Oregon

Intended to disseminate information about products and processes which have an impact on student needs, the handbook is a compilation of 40 selected research and exemplary projects conducted in Oregon during fiscal years 1970 through 1975. Each practice was selected according to the following criteria: (1) It addresses a significant problem in career education; (2) it is effective in its environment; and (3) it is transportable. The practices are grouped in four sections: career awareness, career exploration, career preparation, and career specialization. For each practice, the information presented includes: a brief project description, materials developed, project background, groups involved, purpose, emphasis, group size, environment, resources (staff and materials), evaluation, and contact person(s). A cross reference title index is provided at the end of each section for practices encompassing more than one main area. A glossary and subject index are included. (Author/RG)

ED 130 141

CE 008 917

Thomas, Willie H., Comp.

Agricultural Education Instructional Materials from "Abstracts of Instructional and Research Materials in Vocational and Technical Education," 1972-1975.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—VT-103-249

Pub Date 76

Note—264p.; The first collection of resumes from 1967 through 1971 is available as ED 062 571

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*Abstracts, *Agricultural Education, *Annotated Bibliographies, Career Education, Curriculum Guides, Elementary Secondary Education, Instructional Materials, Post Secondary Education, *Resource Guides, Teaching Guides, *Vocational Agriculture, Vocational Education

The resumes in this document cover a broad range of fields and occupations and are arranged in ascending order according to an accession (VT) number. Each resume includes the following information: Author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract, author, subject, and VT-ED number cross reference indexes are provided. Instructions are given for ordering the original full text of documents cited or full text reproductions. (Author/RG)

ED 130 142

CE 008 938

School and College Administrators' Seminars: Community Resources. Report and Major Addresses.

Texas Advisory Council for Technical - Vocational Education, Austin; Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date May 73

Note—133p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Administrative Personnel, Career Education, *Community Resources, Economic Factors, Educational Change, Elementary Secondary Education, Post Secondary Education, *School Community Cooperation, *School Community Relationship, Seminars, Speeches, Technical Education, *Vocational Development, *Vocational Education

Identifiers—*Texas

An overview of a series of 10 regional seminars to improve communications between schools and

the community is presented in this report. The program format and a list of 1972 seminar sites are followed by the major addresses of experts in various fields which were presented at the seminars. The purpose of the conferences, as indicated in a statement of objectives by a businessman, was to sharpen the focus of occupational education as a way of looking at education for all students in a total system involving community, business, schools, and people. The 10 major addresses included in the document are grouped under five subject areas: Economic aspects of education and the community; how the local economy uses school products; how, where, and when people get trained; a plan for educational change; and a workable model for school-community relations. (MF)

ED 130 143

CE 008 954

Luker, William A. Abernathy, Lewis M.

The Manpower-Economic Education Project to Improve Teachers' and Pupils' Occupational Employment Knowledge and Attitudes. Final Report.

North Texas State Univ., Denton.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Report No—VT-103-286

Pub Date Dec 73

Contract—29538

Note—115p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Changing Attitudes, *Inservice Teacher Education, *Occupational Information, Secondary Education, Secondary School Teachers, State Programs, *Student Attitudes, Teacher Attitudes, *Work Attitudes

Identifiers—Texas

As a possible solution to the problem of inaccurate perceptions and negative attitudes toward vocational-technical occupations among teachers and pupils, the project investigated the feasibility of training secondary school teachers in a range of disciplines to serve as agents of manpower-economic information dissemination and attitudinal change. Methodology involved in-service seminars and summer institutes for a total of 107 teachers. Regression analysis of the training program data indicated that pupils of the trained teachers experienced greater increases in knowledge and developed more positive attitudes toward nonprofessional work modes than did pupils of teachers not participating in the in-service training. However, analysis did not show that pupils of participant teachers experienced a significantly greater increase in realistic attitudes toward nonprofessional work modes. From these findings, it was concluded that the program objectives had been actualized. Development of a delivery system utilizing multimedia technology, with a software support system, was recommended. A summary of the teacher training units, lists of participants, evaluation variables, and the study instruments are appended. (Author/MF)

ED 130 144

CE 008 973

Development of a Career Education Curriculum for Deaf Students at the Texas School for the Deaf. Final Report.

Texas School for the Deaf, Austin.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Report No—VT-103-305

Pub Date Jul 75

Note—229p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Awareness, *Career Education, Career Exploration, *Curriculum Development, *Deaf Education, Elementary Secondary Education, Program Descriptions, Program Evaluation

Goals of a project to develop a career-oriented curriculum for the Texas School for the Deaf from 1972 to 1975 included the delivery of (1) career awareness, exploration, and preparation experiences, (2) language development activities, (3) avocational-recreational experiences, (4) consumer activities, (5) problem-solving experiences, (6) technical knowledge, and (7) a realistic self-image. Chapter 1 presents a program overview and Chapter 2 consists of the evaluation-elementary evaluation, elementary interview inventory,

junior high and high school evaluation, questionnaires, and teacher opinion survey. Chapter 3 describes the development and implementation of the career awareness component for the three project years. In Chapter 4 the two career exploration workshops are described and information is provided about the first year of implementation, the model city concept, and the refinement activities of the final year. Chapter 5 presents information about the summer career preparation workshop, the career education lab, and the modular learning stations. Procedures for program modification and recommendations for the elementary, junior, and high school levels are presented in Chapters 6 and 7. A final chapter discusses career education media and production of a career quiz. Monthly progress reports are appended along with definitions of terms for teacher observations of students. (NJ)

ED 130 145 CE 008 981

Development and Evaluation of a Pilot Element in a Statewide Career Education Delivery System. North Texas State Univ., Denton.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Report No.—VT-103-313

Pub Date Oct 75

Contract—30181

Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Education, *Delivery Systems, *Feasibility Studies, *Inservice Teacher Education, Multimedia Instruction, *Program Evaluation, State Programs
Identifiers—Texas

The purpose of this project was to determine the effectiveness of a pilot element of a statewide delivery system for career education as a method for preparing secondary teachers to be effective agents of world of work economic education information dissemination and attitudinal change. The primary objectives were: (1) To develop a pilot element of a statewide delivery system for career education; (2) to develop, produce, and evaluate a teacher in-service training system utilizing audiovisual components; and (3) to develop an implementation program. Procedures and activities for the two project phases are described in the report. Phase 1 involved the development of the pilot delivery system while Phase 2 was concerned with the implementation and evaluation. A quasi-experimental research design was employed with a sample of 30 teachers. It was found that pupils of teachers participating in the program did not evidence more understanding of the world of work, but did experience a greater increase in positive attitudes toward productivity and motivation than did pupils of nonparticipating teachers. These findings suggest that project objectives were met and that an effective delivery system can be developed. Appended to the report are materials related to the in-service program. (Author/NJ)

ED 130 146 CE 009 004

Ramirez, Carol Anderson

A Joint Effort by the Division of Guidance Services and the Division of Occupational Education and Technology to Implement the Group Vocational Guidance Program and Research and Develop Additional Target Populations. Final Report. July 1, 1974 through June 30, 1975. Group Vocational Guidance Program.

EPD Consortium C, Houston, Tex.

Spons Agency—Texas Education Agency, Austin.

Report No.—VT-103-336

Pub Date 75

Note—89p.; Appendixes A, E, G, H, J, and M containing correspondence, samples of completed workshop evaluation forms, and sample experimental group evaluation forms were not reproducible and were removed. They are not included in the pagination

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Educational Needs, Educational Research, *Group Guidance, *Inservice Programs, Inservice Teacher Education, *Occupational Guidance, Program Development, Program Evaluation, Regional Programs, Secondary Education, State Programs, Surveys, *Workshops
Identifiers—Texas

This report summarizes the activities of a project to implement the group vocational guidance program of consortium C in Texas and to

research and develop additional target populations. Project objectives were: (1) To provide a cadre of personnel to act as group guidance program workshop presenters and follow-up consultants, (2) to provide workshops and follow-up assistance, (3) to provide orientation and training for state educational personnel outside the vocational education and guidance divisions, and (4) to explore the ramifications for program usage outside the secondary school setting. The report describes the methodology designed to accomplish these goals and objectives in the three categories of (1) activities pertaining to orienting and including educational service center personnel in the training workshop, (2) activities pertaining to presenting initial and follow-up workshops, and (3) activities pertaining to the exploration of and experimentation with additional target populations. Included is a detailed discussion of expansion activities and feedback from adult and continuing education personnel, special education students, migrant program personnel, and elementary and middle school students. Appended to the report are such project-related materials as correspondence and the workshop schedule. Also appended are supplementary cases to the group guidance program along with basic learner outcomes for the program cases. (NJ)

ED 130 147 CE 009 009

Belcher, Mary H. And Others

Evaluation of Project RACE. Weatherford Independent School District, Weatherford, Texas. Final Report.

Educational Services, Inc., Waco, Tex.

Spons Agency—Weatherford Independent School District, Tex.

Report No.—VT-103-341

Pub Date Jun 76

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Education, Educational Assessment, Elementary Secondary Education, Program Descriptions, *Program Evaluation, Teacher Attitudes, Test Results
Identifiers—*Project RACE

The third party evaluation of the K-12 career education project RACE (Research Activities for Career Education) focused on test results of students in four selected grades. A career education questionnaire was administered as a pre-test and again as a post-test to students in the third and sixth grades. Ninth and twelfth grade students were given the Career Interest and Information Survey, developed by Texas State Technical Institute, as well as the Career Maturity Inventory. Although test results were not as favorable as might be desired, the evaluators felt that the project had a significant impact on grades K-12. Results of teacher interviews showed that the teachers hold positive attitudes toward career education and accept its importance in the curriculum. The evaluators recommend that staff be maintained to continue the career education effort. (RG)

ED 130 148 CE 009 019

Employment by Industry in Ohio Counties, 1940-1970.

Ohio State Bureau of Employment Services, Columbus.

Report No.—VT-103-351

Pub Date Jun 76

Note—95p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Census Figures, *Employment Statistics, Industry, Occupations, State Surveys, *Tables (Data)

Identifiers—*Ohio

These 89 tables present total employment in Ohio (civilian and military) and in each of its 88 counties from 1940 to 1970 as tabulated by the Bureau of Census. Each table indicates the number employed and the percent of the total employed for 1940, 1950, 1960, and 1970 in the following industries: Agriculture, forestry, and fisheries; mining; contract construction; manufacturing; transportation and utilities; wholesale and trade; finance, insurance, and real estate; services; public administration; and armed forces. In Ohio as a whole, total employment increased 30.8% from 1940 to 1950, 14.8% from 1950-1960, and 17.1% from 1960 to 1970, an overall gain of 75.9% from 1940 to 1970. Six industries showed absolute decline: Agriculture, mining, textile mill products, apparel, railroad transportation, and private households. Agriculture,

forestry, and fisheries; mining; contract construction; manufacturing; and transportation and utilities declined in their relative shares of total employment from 1950, while the remaining sectors increased their relative shares. (Author/NJ)

ED 130 149 CE 009 020

Thoresen, Carl E. Ewart, Craig K.

Careers, Counseling, and Control.

National Academy of Sciences - National Research Council, Washington, D. C. Div. of Behavioral Sciences.

Report No.—VT-103-352

Pub Date [75]

Note—46p.; For related papers, see CE 009 021-026, CE 009 028-035, and ED 112 155

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavioral Science Research, *Career Choice, Decision Making, Models, *Research Needs, Theories, *Vocational Counseling, *Vocational Development

This paper describes and analyzes current research in career development, suggests further issues for investigation, and offers recommendations for research based on social learning theory and self-control techniques which would result in a self-management approach to career decisions. A decision-making model of career choice similar to the scientific method is presented with suggestions for counselor implementation. From the viewpoint of the counselor's role as one of helping clients to engineer their own decisions, some practical knowledge requirements are identified as guides to needed research. The kinds of questions and methods currently pursued in career research are briefly reviewed and their limitations and possibilities are examined. The career development theories of Holland and Super are described along with typical research questions, methods, and overall results. The social learning model of career selection formulated by Krumboltz is outlined with suggestions for counselor implementation and research possibilities. As a conceptual basis for experimental studies on career relevant behavior, a self-control framework is proposed and the four areas of commitment, awareness, environment, and consequences are discussed as each relates to career issues. A discussion of research needs poses questions about self-control techniques which merit further investigation. (NJ)

ED 130 150 CE 009 021

Venn, Grant

An Analysis of Vocational Education R and D Policies from Three Perspectives.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Report No.—VT-103-353

Pub Date 7 Jul 75

Note—33p.; For related papers, see CE 009 020-026, CE 009 028-035, and ED 112 155. Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Change, Educational Legislation, Educational Objectives, *Educational Policy, *Educational Research, *Educational Trends, Federal Programs, Federal State Relationship, *Program Effectiveness, Research Problems, Research Projects, *Research Utilization, State of the Art Reviews, *Vocational Education

Identifiers—United States

Before presenting an analysis of vocational research and development during the last decade, an overview is given of educational research and development in general and its relationship to society and societal changes. The author's ideas are offered from different perspectives: As an educational administrator, a federal program administrator, a consultant to local school districts, and professor. Legislative and administrative policies are reviewed and objectives of the Office of Education for Vocational Education Research and Development are discussed. An analysis is made of vocational education research and development program goals addressing the questions of priorities, priority establishment, problems, voids, and sustained inquiry. Also discussed is the impact of federal policy and funding for vocational education research and development on state organization, state administration, state policy, state priorities, and state program and project funding. Several specific

conclusions are offered to support the position that vocational education research and development has not caused major changes in education to any great degree. Recommendations include specific procedures and processes for application of research and development, dissemination of results to policy makers and administrators, and greater emphasis for dissemination of evaluated results. (NJ)

ED 130 151 CE 009 022

Hu, Teh-Wei. Stromsdorfer, Ernst W.

An Analysis of the Impact of Applied Research and Demonstration Projects in Vocational Education.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Report No.—VT-103-354

Pub Date Jul 75

Note—53p.; Not available in hard copy due to marginal reproducibility of original document. For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Demonstration Projects, Educational Research, *Evaluation Criteria, Federal Programs, Program Effectiveness, Research Methodology, *Research Problems, *Research Utilization, State of the Art Reviews, *Vocational Education

Identifiers—United States

The actual impact of research and demonstration projects in vocational education is evaluated. Criteria for a reliable research design are specified regarding sample size, sample selection, control groups, and economic and educational benefit and cost evaluation. The impact of research and demonstration projects is analyzed in the areas of curriculum, teacher education, learning processes, capital equipment and facilities, supportive services, and innovative input combinations. The actual contribution of these projects to vocational education is examined in two aspects: The characteristics of research and demonstration projects that satisfy the ideal criteria in actual implementation are discussed, and the extent to which educators and policy makers have made use of the research and demonstration projects is evaluated. The general conclusion is that although some demonstration projects have helped modify or improve instruction techniques, limitations still exist: (1) Lack of adequate research design or evaluation methodology, (2) abundance of descriptive studies, (3) weakness in survey technique, and (4) weakness of impact due to small sample size, limited population, or triviality of problem tested. A table displays a sampling of a variety of projects funded under Parts C, D, and I of the vocational education amendments. (NJ)

ED 130 152 CE 009 023

Strong, Merle E. Jarosik, Daniel

The Status of Research Capability in Vocational Education Research and Development.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Report No.—VT-103-355

Pub Date 75

Note—19p.; Not available in hard copy due to marginal reproducibility of the original document. For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Development, *Educational Legislation, *Educational Research, Educational Trends, *Federal Legislation, *Government Role, Program Effectiveness, Program Improvement, Research Needs, *Vocational Education

Identifiers—United States

The thesis of this paper is that vocational education and the persons it espouses to serve deserve the potential benefits of research and development which are not being maximized at the present time. Following a brief summary of vocational education legislation, the general efficiency and ability of the research and development program is critically reviewed in terms of policies, personnel, and coordination. Factors that inhibit optimum research and development are: (1) Lack of adequate numbers of trained vocational education researchers, (2) lack of confidence in vocational educators by the U. S.

Commissioner of Education, (3) problems in developing an organization structure for research, (4) lack of long-range priorities and planning mechanisms, (5) continuous reorganization within the Department of Health, Education, and Welfare, (6) magnitude and continuity of funding, (7) lack of "hard money" research positions, (8) expectations of research, and (9) money siphoned off to support other activities. Five conditions are described which, if met, would contribute substantially to a more effective research and development program. (Author/RG)

ED 130 153 CE 009 024

Bice, Garry R.

An Analysis of Dissemination and Utilization of Vocational Education Research and Development Efforts.

National Academy of Sciences - National Research Council, Washington, D.C. Div. of Behavioral Sciences.

Report No.—VT-103-356

Pub Date Jul 75

Note—29p.; For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Development, *Educational Research, Federal Programs, *Information Dissemination, Information Utilization, Research Coordinating Units, *Research Utilization, State of the Art Reviews, *Vocational Education

The interrelationships and problems areas exist in the dissemination and utilization of the results of research and development efforts in vocational education are explored. The problem areas relate to the responsibilities of the various education agencies, the specificity and types of information or products to be disseminated, target audiences, dissemination techniques, and documentation of utilization. Recommendations offered to alleviate some of the problems are: (1) Develop a taxonomy for identifying and describing research results, (2) define target audiences and their specific information needs, (3) analyze personal and socio-psychological factors involved, (4) develop a process for evaluation of research before dissemination, (5) reexamine procedures for inclusion in information systems, (6) implement a system of regional centers responsible for dissemination and utilization, (7) reexamine federal and state policy, and (8) explore alternative delivery systems for encouraging utilization. A bibliography is included. (RG)

ED 130 154 CE 009 025

Simpson, Elizabeth Jane

Curriculum Development in Vocational-Technical Education: The Part I Program.

National Academy of Sciences - National Research Council, Washington, D.C. Div. of Behavioral Sciences.

Report No.—VT-103-357

Pub Date [75]

Note—25p.; Not available in hard copy due to marginal reproducibility of original document. For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Curriculum Development, *Federal Programs, Financial Support, Historical Reviews, *Needs Assessment, Occupational Clusters, Program Descriptions, Program Evaluation, *Program Improvement, *Vocational Education

Identifiers—*Vocational Education Amendments 1968

This paper summarizes the purposes, history, and funding history of the curriculum development program which is Part I of the Vocational Education Amendments, describes the major categories of the program effort, and offers recommendations for the future of the program. Problems in career development and management at the national level which have served as one basis for decisions about the Part I program are identified. In the historical summary of the program, the following topics are covered: Funding mode, the curriculum development branch, nature of funding awards, establishment of priorities, funding procedures, alternative funding modes, and monitoring of Part I projects. Brief descriptions of the 15 major occupational cluster curriculum projects funded under Part I appear with a table showing the distribution of Part I

funds by occupational cluster for fiscal years 1971-1974. Recommendations for the future of the program are included. (NJ)

ED 130 155 CE 009 026

Schaefer, Carl J.

Helter-Skelter: Vocational Education R & D.

National Academy of Sciences - National Research Council, Washington, D.C. Div. of Behavioral Sciences.

Report No.—VT-103-358

Pub Date 15 Jun 75

Note—34p.; Not available in hard copy due to marginal reproducibility of original document. For related papers see CE 009 020-025, CE 009 028-035, and ED 112 155

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Role, Educational Legislation, Educational Policy, *Educational Research, Federal Legislation, Federal Programs, *Needs Assessment, Research and Development Centers, *Research Needs, *State of the Art Reviews, *Vocational Education

Identifiers—United States

This paper focuses on the federal efforts in vocational research and development (R&D) of the last decade, reviewing major accomplishments, speculating on possible misdirections, and recommending directions for the future. The administration of vocational R&D is briefly described and a historical overview is presented of federal efforts from the passage of the vocational act of 1963 to the present status of funding. In addition to the administration's major accomplishment of providing visibility for vocational R&D, several specific accomplishments are enumerated, most of which indicate that the emphasis has been on developmental rather than on basic research. In speculating on possible alternatives to past directions, the change in emphasis from research to developmental priorities is traced from the point of view that the haste to operationalize has seriously decelerated vocational research efforts, channeling research monies into programmatic efforts and failing to engage in interdisciplinary research for a long enough period of time. In addressing the problem of how best to utilize the existing vocational research and development system for improvement, the author argues for more basic research to solve the sociological, psychological, and economic problems encountered in vocational education. An appeal is also made to the two national centers to return to their original mission of vocational R&D, and to the research coordinating units to focus more on research coordination. (NJ)

ED 130 156 CE 009 028

Pucinski, Roman

Vocational Research and Development: Key to Survival in America's Third Century.

National Academy of Sciences - National Research Council, Washington, D.C. Div. of Behavioral Sciences.

Report No.—VT-103-360

Pub Date [75]

Note—13p.; For related papers see CE 009 020-026, CE 009 029-035, and ED 112 155

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Curriculum Development, Educational Needs, *Educational Policy, *Educational Research, Manpower Needs, Planning, *Research Needs, *Vocational Education

A primary rationale presented for the continuance of vocational research and development is that major technological changes will require the development of curriculum programs to meet the changing needs of industry as new job skills continue to emerge. Additional factors that challenge vocational research are the development of marketable skills for all high school students whether or not they plan to continue their education; retraining of the unemployed; the provision of opportunities for women, the disadvantaged, and handicapped; effective guidance and counseling programs; and the development of statewide management information systems. (RG)

ED 130 157 CE 009 029

Blake, Joseph F.

Dissemination of Research and Development Products and Results in Vocational Education.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Report No.—VT-103-361

Pub Date Aug 75

Note—60p.; For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Educational Programs, *Federal Programs, Information Centers, *Information Dissemination, Information Networks, *Information Utilization, *State of the Art Reviews, *Vocational Education

Identifiers—Educational Resources Information Center, ERIC, ERIC Clearinghouse in Career Education, ERIC Clearinghouse on Vocational Education, Pennsylvania, Tennessee, United States

This paper describes some of the systematic efforts used in the last decade for disseminating the products of research and development in vocational education and provides suggestions for dealing with problems and issues to facilitate the movement of information resources from producers to consumers. The paper: (1) Traces the history and role of the Educational Resources Information Center (ERIC) in the dissemination of information in vocational education; (2) reviews the efforts and activities of the Center for Vocational Education (CVE) at The Ohio State University in operating the ERIC Clearinghouse; and (3) describes the scope and purposes of the ERIC Clearinghouse on Career Education along with some recent observations on the Center's operation while at Northern Illinois University. The role of AIM/ARM (Abstracts of Instructional Materials/Abstracts of Research Materials) in vocational education information dissemination is described, including the history, goals, funding, and accomplishments of its decade of operation. The state dissemination systems of Tennessee and Pennsylvania are described in detail. Also included are a discussion of the utilization of research and development products and results, a sampling of current projects funded under Parts C, D, and I of the Vocational Education Amendments, and suggestions for more systematic ways to assess the impact of research and development efforts. (NJ)

ED 130 158 **CE 009 030**

Brickell, Henry M.

A Framework for Developing Alternative Scenarios for Vocational Education Research and Development.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Report No.—VT-103-362

Pub Date Aug 75

Note—41p.; For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Development, *Educational Policy, *Educational Research, Educational Trends, Federal Government, Federal Programs, *Futures (of Society), Models, *Policy Formation, *Program Improvement, Public Policy, Research Utilization, *Trend Analysis, *Vocational Education

Identifiers—VERD, Vocational Education Research and Development

Based on the experience of the past, current viewpoints, and opinions about the future as conceived by the Committee on Vocational Education Research and Development (COVERD), this paper explains a framework for considering alternative policy options and discusses the relationships among the social environment, status and trends in vocational education, and federal policy options for conducting Vocational Education Research and Development (VERD). Policy options for federally supported VERD are profiled on the dimensions of control, funding, performers, continuity, standards, functions, program areas, occupational focus, and populations, institutions, and demographic settings served. Included also are illustrative generalizations and a tabulated schematic display of a number of general propositions about the relation between federal policy options and their outcomes for the quality of VERD findings and products, their effect on building capacity, the utility of findings and products, and the consequent political support for VERD. Appended is a schematic model for Project Baseline that provides for an analysis of both VERD processes and impacts. The model is described in a cumulative series of five figures using a combination of actual and hypothetical data. (NJ)

ED 130 159

Bushnell, David S.

Policy Alternatives in the Evaluation of Vocational Education.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Report No.—VT-103-363

Pub Date Aug 75

Note—39p.; For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Interest, Educational Legislation, *Educational Policy, Federal Legislation, Labor Market, *Policy Formation, *Program Evaluation, Public Policy, Socioeconomic Influences, *State of the Art Reviews, Trend Analysis, *Vocational Education

Identifiers—United States

This paper describes the formal and informal processes used to evaluate vocational education programs, examines their impact on appropriations, priorities, and policy recommendations, and addresses the question of what policy options for vocational education Congress ought to consider as it confronts legislative renewal. Several criteria are suggested for policy research, which is defined as the study of empirical relationships between dependent variables of high policy relevance and independent variables amenable to manipulation and control. Current socioeconomic developments considered important in planning for vocational education programs are described. These involve the change in the role of workers and in work values, the rise of job competition, dehumanization of work, and unequal distribution of wealth. The employment outlook through the 1970's is briefly reviewed and major trends are identified. The potential effect of such developments on vocational education is traced through the various legislative programs and decision-making structures of the past, and the application of various evaluation strategies to policy recommendations is analyzed. In examining how social and economic changes are reflected in vocational education policy, the recent emphasis on educational equity is traced as a take-off point for discussion of vocational education policy deliberations at local, state, and federal levels. (NJ)

ED 130 160

Hamilton, Phyllis D.

Vocational Education Research and Development for Ethnic Minority Students.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Report No.—VT-103-364

Pub Date 1 Aug 75

Note—70p.; For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Disadvantaged Youth, Dropouts, *Educational Research, Elementary School Students, Elementary Secondary Education, *Ethnic Groups, Junior High School Students, *Minority Groups, Needs Assessment, Post Secondary Education, *Research Needs, Secondary School Students, State of the Art Reviews, *Vocational Education

Vocational education research in minority group needs is examined in relation to its congruence with past directions and future trends in the larger social science research establishment. An overview of research conducted since the Vocational Education Amendments of 1963 is presented, with a subsequent description organized according to the needs of ethnic students at different educational levels. Among the conclusions resulting from this review of research are these: (1) The little research directed to needs of ethnic minority students has been underutilized; (2) the research was based on a social pathology model of cultural deficit and on stereotypes of cultural disadvantage without identifying positive attributes; (3) a negative self-concept was seen as the biggest block to motivation; and (4) staff attitudes and behaviors are critical variables in providing effective training. The paper reviews some discernible research trends with positive directions for the future of ethnic minority students, particularly research based on the concept of bioculturalism. Finally, eight questions are presented which need to be addressed by future

CE 009 031

vocational education research targeted to minority needs. These questions involve interdisciplinary research, equal access to higher education, teacher expectations and effectiveness, the use of paraprofessionals and tutors, and community involvement. (NJ)

ED 130 161

CE 009 033

Herr, Edwin L.

Guidance and Counseling, Vocational Education, Research and Development.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Report No.—VT-103-365

Pub Date [75]

Note—74p.; For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Educational Research, Educational Trends, *Guidance Counseling, Historical Reviews, *Interprofessional Relationship, Needs Assessment, Program Improvement, *Research Needs, State of the Art Reviews, *Vocational Counseling, Vocational Development, *Vocational Education

This paper examines the relationships among guidance and counseling, vocational education, and research and development historically, currently, and in terms of future possibilities. The evolution of change is traced from the beginnings of the century (when guidance and counseling, then vocational guidance, was joined with vocational education in responding to the social and manpower needs of the day) to the present situation in which vocational educators and guidance and counseling personnel differ on the emphasis of occupational preparation and manpower responsibilities versus the broadly conceived concept of personal competence in self-awareness and decision-making. Suggestions are offered for ways to narrow the gap between vocational guidance and vocational education by broadening the view of guidance to include a concern for decision-making, self-concept, life styles, values, and leisure. Some of the significant research and development efforts of the last decade are discussed including career development theory, computer-based systems, specification of goals and objectives, measurement of career development, and exemplary projects and programs funded under Part D of the Vocational Education Amendments. Finally, an inventory of future research and development needs outlines some problem areas and suggests research directions for vocational guidance. (NJ)

ED 130 162

CE 009 034

Kaufman, Jacob J.

Human Resource Development and Vocational Education.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Report No.—VT-103-366

Pub Date May 75

Note—86p.; Not available in hard copy due to marginal reproducibility of original document. For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Policy, Employee Attitudes, *Human Resources, Interdisciplinary Approach, Labor Force, Labor Market, Labor Supply, *Manpower Development, *Manpower Utilization, Research, *Research Needs, Social Change, State of the Art Reviews, *Vocational Education, Work Environment

Certain structural changes which are taking place in the labor market and in society are examined in an effort to identify the areas of research in human resources to which vocational education could make a contribution. It is suggested that with improved research knowledge, social and behavioral scientists are beginning to recognize that there is more to human resources development than skill training. The need to develop an interdisciplinary approach to research in the human resources field is discussed from the point of view that vocational education has tended to ignore the need for and contributions of other social and behavioral sciences in the development of a vocational education curriculum. Certain structural changes taking place in the labor market are discussed—changes to which, in the author's view, vocational education has not

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satisfactorily responded. The need to reallocate educational resources is argued with suggestions offered for redesigning vocational education. Finally, the need to expand activities in the area of assessment of educational programs is presented as well as the need for more educational planning. (NJ)

ED 130 163 CE 009 035

Kievit, Mary Bach

Vocational Education Research and Development as a Factor Influencing Teachers to Change Practices.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Report No.—VT-103-367

Pub Date [75]

Note—57p.; For related papers see CE 009 020-026, CE 009 028-034, and ED 112 155

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Behavior Change, *Change Agents, *Educational Change, Educational Development, Educational Innovation, *Educational Research, Literature Reviews, *Research Utilization, Surveys, *Teacher Behavior, Teacher Education, Teacher Response, *Vocational Education

With particular attention to vocational research and development, this study reviewed the literature to obtain information on the factors or influences causing teachers to change practices. Research and development in vocational education was treated as an independent variable in an experimental research design with moderating variables of product characteristics, dissemination efforts, teacher education, work context, and teacher characteristics. The sources of information included a number of reviews of research, research monographs, and expert opinion statements. Very limited empirically derived evidence was found regarding the extent to which vocational research and development has influenced teachers to change practices. Speculation based on informed opinion concluded that: (1) The influence of curriculum development and distribution on teacher practice is relatively insignificant; (2) use of dissemination through institutes, workshops, and conferences is inadequate as an influence on teacher practice; (3) teacher education as a mode of dissemination is of negligible influence; and (4) teacher educators as disseminators of research and development are limited in influencing teachers to change practices. Possible explanations for the low return in terms of actual change of teacher practice are offered pertaining to organizational factors and to systems for analyzing the characteristics of educational innovations. (NJ)

ED 130 164 95 CE 009 049

A Creative Career Education Language Arts Project for the Disadvantaged. Final Report.

Portland Public Schools, Oreg. Area III Office. Spons Agency—Office of Education (DHEW), Washington, D.C.; Oregon State Dept. of Education, Salem, Div. of Community Colleges and Vocational Education.

Report No.—VT-103-381

Pub Date Mar 75

Grant—26-001-293

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Career Education, *Career Exploration, Community Resources, *Disadvantaged Youth, *Grade 7, *Grade 8, Junior High Schools, Language Arts, Program Descriptions, Reading Materials, Reading Skills, School Community Cooperation, *Student Developed Materials, Student Motivation

Identifiers—Oregon

A project was conducted to build motivation and increase language arts skills of disadvantaged students through involvement in a career exploration program. A class of 28 students reviewed career clusters and indicated their personal interest. Employed representatives from the community with backgrounds similar to the students' visited the classroom and discussed their roles, jobs, and responsibilities. Following the classroom visit, small groups of students visited the job sites of those who had visited the classroom. The students made notes and took pictures; these comments and photographs were then prepared as stories intended for compilation in booklet form for use by other students. Although the project was not completed in terms of developing the

reading booklets and a subsequent evaluation, it was recommended that the process implemented for this type of direct experience be encouraged. (Author/RG)

ED 130 165 CE 009 063

Jaskowiak, Philip A.

Student Job Placement. Final Report. Exemplary Project in Vocational Education. Voc. Ed. Act 1968.

Norfolk Public Schools, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-395

Pub Date Jun 76

Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Demonstration Programs, Federal Programs, *High School Students, *Job Placement, Program Descriptions, Program Evaluation, Secondary Education, Vocational Education

Identifiers—Norfolk City Schools VA, Virginia (Norfolk)

Described in this report is a job placement exemplary project conducted at Maury High School in Norfolk, Virginia from 1973 to 1976. Goals of the project were to provide placement services to all students seeking part-time, temporary, or full-time employment. Procedures included organization of the administrative job placement office and development of procedures, methods, and systems for publicizing the program, registering students, and contacting employers. Developed procedures and systems are described in the report along with results given as number of students placed in part-time and full-time jobs, registered, or sent on interviews, number of dropouts placed, and number of work permits issued. A summary of a self-evaluation of major objectives and goals appears according to the following categories: Assess student needs and wants; identify employment opportunities; place students in part-time jobs; place graduates in jobs; place dropouts; coordinate pre-placement training; and public relations. Enclosures include project-developed forms and materials. (NJ)

ED 130 166 CE 009 068

Wirwinski, J. L.

The Development and Field Test of an Objective Career Counseling Instrument. Final Report.

Education Service Center Region 17, Lubbock, Tex.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date Jun 76

Note—63p.; Not available in hard copy due to marginal reproducibility of original document. For a related document see CE 008 903

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Diagnosis, *Evaluation Methods, Identification, Material Development, *Measurement Instruments, Rating Scales, Secondary Education, *Student Evaluation, *Student Placement, *Vocational Counseling, Vocational Development, *Vocational Education

In an effort to develop stronger guidance and counseling programs for vocational education, career counseling instruments were designed to objectively record and relate all variables which guidance personnel and vocational teachers normally evaluate as they interview and counsel students for program placement (one instrument for each of four programs representing four different service areas). The instruments were then field tested at four geographic sites in vocational service areas which have traditionally been in high demand. Data collected produced findings in four areas: (1) Correlations between the instrument's prediction and instructor's prediction of student job placement, (2) correlations between the instrument's prediction and guidance counselors' prediction of student job placement, (3) correlation between two similar career counseling instruments and the instructor's prediction, and (4) results of field testing the counselor handbook. Based on the correlation scores, it was concluded that the instruments are excellent predictors of student job placement. Guidance counselors also appeared to have very little difficulty in using the handbook to develop instruments. A bibliography, correspondence, the 15 revised career counseling instruments developed, and sample forms are included in the document. (RG)

ED 130 167 CG 001 341

The Teaching of Values: An Instructional Guide for Kindergarten, Grades 1-14, and Accompanying Bibliography. Los Angeles City Schools, Division of Instructional Services Publication No. GC-15.

Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.

Pub Date 66

Note—277p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Annotated Bibliographies, Elementary Secondary Education, Higher Education, *Humanistic Education, Instructional Materials, *Learning Activities, *Moral Development, Religious Education, Staff Role, Teaching Guides, *Values

Identifiers—*Los Angeles California Unified School District

This guide is a multiple purpose instructional tool for use in kindergarten through college. For students, it is designed to stimulate learning about the nature of values, helping pupils develop toward moral maturity through experiences inherent to education. For staff, the guide explores ways to promote the development of values in young people, and makes teachers familiar with the laws and legal decisions which affect the teaching of values. The guide contains suggestions for student learning activities and for staff reading and study. An annotated bibliography is provided with entries which include audio-visual material divided into seven areas: integrity, courage, responsibility, justice, reverence, love, and respect for law and order. In its appendix, the guide also provides information about the laws of California as they relate to the teaching of religious material in public schools. (MJ)

ED 130 168 CG 002 003

Carkhuff, Robert R. Truax, Charles B.

Toward Further Explication of the Psychotherapeutic Process.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 13 Nov 63

Note—22p.; Paper presented at the Multidisciplinary Group Psychotherapy Assembly (Lexington, Kentucky, November 13, 1963)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Change, *Communication Skills, Counseling Theories, *Helping Relationship, *Interaction Process Analysis, *Personality Change, Psychiatry, State of the Art Reviews, *Therapeutic Environment

The authors examine the dimensions of effective psychotherapy in an attempt to determine common variables of theoretic models which seem successful. Three such variables are discussed at length—concreteness, intensity and intimacy, and ambiguity. Assuming that one is not born with good therapist skills, one must learn them. Research and its implications for the progress of the therapeutic personality change process are discussed. (MJ)

ED 130 169 CG 005 898

Stuart, Richard B.

Behavioral Contracting Within the Families of Delinquents.

Spons Agency—Michigan State Dept. of Mental Health, Lansing.

Pub Date 6 Sep 70

Note—28p.; Paper presented at the Annual Meeting of the American Psychological Association (78th, Miami Beach, Florida, September, 1970)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Science Research, *Behavior Change, *Delinquent Behavior, Delinquents, *Family Involvement, Methods, Models, *Positive Reinforcement, *Rehabilitation, Speeches

The technique of behavioral contracting is recommended as a highly effective, readily applied technique for use in efforts to strengthen the control of family and school over the behavior of delinquents. A behavioral contract is a means of scheduling the exchange of positive reinforcements among two or more persons. The use of behavioral contracts is predicated upon four assumptions: (1) receipt of positive reinforcements in interpersonal exchanges is a privilege rather than a right; (2) effective inter-

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personal contracts are governed by the norm of reciprocity; (3) the value of an interpersonal exchange is the direct function of the range, rate and magnitude of the positive reinforcements mediated by that exchange; and (4) rules create freedom in interpersonal exchanges. Behavioral contracts consist of five elements—precise statements of the privileges, responsibilities, sanctions and bonuses of each signatory as well as a means of monitoring events relevant to the agreement. The use of a behavioral contract with one delinquent girl is described and analyzed using Markovian methods. (Author)

ED 130 170 CG 006 092

Dinkmeyer, Donald
D.U.S.O. Theoretical Rationale, Philosophy: A Model of Counseling and Human Development.
Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Affective Behavior, *Developmental Tasks, *Educational Philosophy, Elementary Education, Human Development, *Humanistic Education, Models, *Teacher Role, *Teaching Techniques

DUSO is an experiential approach to learning which relies on the teacher as the facilitator of human development. The need for such a model becomes apparent when an examination of schools reveals a dichotomy between what we value in education and what children experience. What is necessary then is a program based on an affective, holistic design. The implication is that the child will begin to learn from himself and others, not just from the teacher. The contributions and interaction of all the children are valued. (MPJ)

ED 130 171 CG 006 875

Dunn, Alan M.
An Introduction to Adlerian Psychology for the School Counsellor.

Pub Date 31 May 71

Note—12p.; Paper presented at the Annual Convention of the Canadian Guidance and Counselling Association (Toronto, Ontario, May, 1971)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Counselor Role, *Family Life, Historical Reviews, *Humanization, *Individual Psychology, *Life Style, *Personality Theories, *Psychological Characteristics, Speeches
Identifiers—*Adler (Alfred), Canada

The life and work of Alfred Adler is outlined with a listing and explanation of the five principles of his Individual Psychology: (1) social interest, (2) self-determinism, (3) goal directed behavior, (4) subjectively interpreted perception, and (5) holism. The Adlerian terms, life style and family constellation are likewise explained. There is also a discussion of the application of Adlerian principles in the classroom and in the family education centers being developed in Canada. (MJ)

ED 130 172 CG 006 888

Parks, James B.
The Student Personnel Worker as a Liaison Between the College Curriculum and Industry's Needs.

Pub Date 70

Note—9p.; Paper presented at the Annual Meeting of the American College Personnel Association (St. Louis, Missouri, March, 1970); not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Articulation (Program), *Change Agents, College Students, *Counselor Role, Higher Education, *Industry, Jobs, Labor Market, *School Industry Relationship, Speeches, State of the Art Reviews, *Student Personnel Workers, Vocational Counseling

This paper speaks to the role of the student personnel worker in meeting the needs of the labor market while, concurrently, meeting the aspirations of those students with whom they work. Counselors need to have accurate information on available jobs, job descriptions, educational requirements for the jobs, opportunities for occupational mobility, and additional sources of information for interested students. (CKJ)

ED 130 173 CG 006 892

Rardin, Max W. Roth, Steven A.
Mothers, We'd Rather You do It Yourself.
Pub Date 14 May 71

Note—14p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Denver, Colorado, May, 1971); Best Copy Available, contains authors' corrections
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Change, Case Studies, *Change Agents, Literature Reviews, *Mothers, *Parent Child Relationship, *Parent Role, Speeches

This paper reviews case reports of parents as behavior therapists for their children. The studies are summarized by presenting problems; the subject's age, sex and birth order; and modification technique, number of sessions, setting, outcome, and followup, and in particular, erroneously identifying the child's behavior rather than the parental behavior as the primary target for change. Suggestions are made for improvements in reporting that would make the results of these studies more valuable to the field. (Author)

ED 130 174 CG 006 900

Thomas, Lucinda E.
Supervision and Evaluation of Paraprofessionals.
Pub Date May 71

Note—6p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Denver, Colorado, May 1971)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Evaluation, Literature Reviews, Objectives, *Paraprofessional Personnel, *Performance Factors, *Role Theory, Speeches, *Supervision

At a time when many agencies are suffering a cutback in funds, and money for new and innovative programs is limited, the use of more paraprofessionals in the helping professions can be very important. Professionals and administrators involved in program planning should carefully assess the contribution of paraprofessionals to the program. By using ingenuity and creativity, new roles for paraprofessionals can be found and services expanded and improved. The increased use of paraprofessionals is an important step in meeting the manpower needs of the helping professions. This paper looks briefly at several general methods for evaluating the role and functions of paraprofessionals. (Author/CKJ)

ED 130 175 CG 006 903

Wenger, H. David
Counseling and the Blue Collar Culture.

Pub Date 6 Apr 71

Note—8p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Atlantic City, New Jersey, April, 1971); not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Blue Collar Occupations, Changing Attitudes, *Counseling Services, *Delivery Systems, *Individual Needs, *Needs, *Social Class, Symposia

It is suggested that although counselors tend to direct services to the middle class, they do so most forcibly toward the white collar middle class. The blue collar worker is typically not included in consideration of the delivery of services to alienated sub-cultures. There are numerous and different demands placed on the blue collar worker in our changing society which are not understood or experienced by the white collar professionals, such as counselors. For example, the force of technological change is more severely felt by the blue collar worker than by the white collar professional. The typical systems of delivering counseling to the blue collar worker are oriented towards solving present problems of unemployment or the threat of such. There seem to be no general services available to assist these individuals to achieve a satisfying and rewarding life. Alternate sources and delivery systems to more nearly meet this need are examined. (Author)

ED 130 176 CG 006 926

Lorton, Larry
Operant Control of Misbehavior: Counselor Intervention.

Note—6p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Change, Behavior Problems, *Change Agents, *Counselor Role, Elementary Education, *Elementary School Counselors, *Intervention, *Operant Conditioning

The thesis presented in this paper is that elementary counselors can become the most important behavioral change agents in the school. The following discussion will support this proposition. First, certain aspects of behavior modification will be discussed. Second, trends in elementary school counseling will be reviewed and finally, a synthesis will be presented including a model around which an effective behavior change program can be built and instituted in your school or school system. (Author)

ED 130 177 CG 006 973

Baugh, Robert J.
The Use and Misuse of Drugs among High School Athletes.

Pub Date [70]

Note—15p.; Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Athletes, Athletics, Drinking, *Drug Abuse, *High School Students, Marijuana, Secondary Education, Sex Differences, Smoking, *Stimulants, *Surveys

Due to the lack of information relating to drug use and abuse among high school athletes, the author conducted a survey of 2,063 college students in universities in eastern Kentucky. The attempt was to determine what practices these college freshmen and sophomores had observed or experienced while in high school. Over 65% of the males and 27% of the females had participated in varsity athletics while in high school. Comparisons between athletes and non-athletes were made regarding smoking, alcohol use, and the use of drugs such as amphetamines, marijuana, barbiturates, etc. The findings presented are derived from a partial analysis of the survey data. (SJL)

ED 130 178 CG 006 978

Miller, Harold R. And Others
Distraction as an Alternative to Relaxation in Systematic Desensitization Therapy.

Pub Date [70]

Note—10p.; Paper presented at the Annual Inter-American Congress of Psychology (13th, December 18-21, 1971); Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Affective Behavior, *Behavior Change, College Students, Conditioning, *Counseling, *Desensitization, *Fear, Psychological Patterns, Psychological Studies, Reinforcement

Identifiers—*Distraction, *Systematic Desensitization

From 300 introductory psychology students, 40 female "snake phobics" were selected to test the hypothesis that distraction paired with fearful imagery is effective in alleviating the "phobia." Subjects were divided into three treatment groups and a control group: H+PI (fear hierarchy plus pleasant imagery as distraction), H+P (hierarchy plus working a puzzle as distraction), H+R (hierarchy plus relaxation, i.e., traditional desensitization), and E (expectancy-relaxation + pleasant imagery, as placebo control). Groups were matched on the degree of approach to snake, and subjective report of snake-fear. Therapy was conducted in small groups and lasted 3.5 hr. spread over four sessions. There was no statistically significant difference among groups, but all groups improved more than would be expected from no treatment of any kind. Implications of the surprising improvement of the expectancy groups were discussed. The failure to find differences among the treatment groups suggested that distraction may be an alternative to relaxation in desensitization. (Author)

ED 130 179 CG 007 010

Finley, Robert E.
Counselor Satisfaction and Counselor Training and Experience. Research Report No. 32.

Utah Univ., Salt Lake City. Counseling Center.

Pub Date 72

Note—13p.; Best Copy Available.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Counseling Effectiveness, *Counselor Evaluation, *Counselor Performance, *Counselor Training, *Helping Relationship, Higher Education, Interpersonal Relationship, *Performance Factors, Research Projects
Identifiers—*Counselor Satisfaction

Counselor satisfaction was examined by counselor self-reports on the Counselor Evaluation Inventory. Counselors who saw full-time professional staff members reported a greater degree of satisfaction than those who saw either interns or practicum students. No differences in satisfaction were found in terms of counselor's presenting problems and number of interviews. Scores on the Counselor Evaluation Inventory were related to five categories of counselor expressed satisfaction. The inference was made that of the counselors who saw staff members 86% were satisfied. Of those who saw interns and practicum students 73% and 65% respectively reported they were satisfied. (Author)

ED 130 180 CG 007 136

Traylor, Elwood B.
Delivery Systems: "Saber Tooth" Effect in Counseling.

Pub Date [71]

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Counselor Functions, *Counselor Role, *Negro Students, Research Projects, *Role Perception, Secondary Education, *Student Attitudes, Student Needs, Surveys

This study reported the role of counselors as perceived by black students in a secondary school. Observational and interview methods were employed to obtain data from 24 black students selected at random from the junior and senior classes of a large metropolitan secondary school. Findings include: counselors were essentially concerned with administrative tasks (scheduling); contacts with counselors were related to academic problems; frequency of contacts were minimal (annual); students with personal problems would look outside the school for help. The need for organizational patterns which would make counseling services more accessible was suggested. (Author)

ED 130 181 CG 007 139

Whitley, Susan E. Traylor, Arthur M.
The Effects of Verbalization of Transfer of an Elaboration Strategy.

Pub Date [71]

Note—3p.; Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educable Mentally Handicapped, Junior High Schools, *Learning, Lower Class, *Memory, Negro Students, *Recall (Psychological), Research Projects, *Transfer of Training, *Verbal Learning

This study had two major objectives. The first was to determine if the effects of verbalization found by Taylor et al (1971) could be extended to a culturally disadvantaged junior high age population; the second was to determine if the effectiveness of verbalization is situation-specific, restricted to the particular list which is verbalized, or if verbalization may produce some more enduring change in the learner. Subjects were 40 primarily Black children enrolled in special education classes at two inner city junior high schools. Four treatment conditions were established, varying as to conditions of overtness of verbalization in the task. All groups were instructed to use imagery elaborations to learn two PA lists. Results yielded a significant difference between the experimental and control groups, with no significant differences between the two experimental or the two control groups. Verbalization appears to be an effective means of facilitating PA recall with self-generated imaginal elaborations for this population group. (Author/CKJ)

ED 130 182 CG 007 461

Pedini, Dutilio T.
Psychology and the Problems of Shoplifting.

Pub Date 21 Apr 72

Note—12p.; Paper presented at a meeting of the Midwest Section of the American Business Association (St. Louis, Missouri, April 21, 1972)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Crime, *Delinquency Causes, *Delinquent Identification, Literature Reviews, Sex Differences, *Socially Deviant Behavior, Social Psychology, Speeches, State of the Art Reviews, *Stealing, *Youth Problems

Identifiers—*Shoplifting

The problems of shoplifting are increasing in importance and complexity. In the United States, the majority of those apprehended for depart-

ment-store shoplifting were youths. This paper considers shoplifting in department stores, in supermarkets, on college campuses, etc., in the United States and other countries. The focus is on the psychology of shoplifting and included are specific and general references. (Author)

ED 130 183 CG 007 966

Papageorgiou, Mary R.
Using CASES in Measuring Effects of Compensatory Education.

Pub Date 28 Feb 73

Note—15p.; Based on a paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February, 1973)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, *Classroom Environment, *Compensatory Education Programs, Conformity, *Educationally Disadvantaged, Elementary Education, *Measurement Instruments, *Open Education, Program Evaluation, Research Projects, *Self Directed Classrooms

This study examines the effectiveness of an open classroom socialization process employed in an experimental compensatory education program in terms of one of its objectives. The five-year Education Improvement Program (EIP) used behavior modification treatments to promote a style of pupil behavior described as self-directed, independent, and problem-solving. It was hypothesized that enabling pupils to develop an individual style of learning would result in greater knowledge of academic subject matter than would the conforming style of pupil behavior typical of traditional school environments. The study was guided by the question of the effect of an open educational environment on academic achievement of culturally disadvantaged elementary school children. The measure of open classroom behavior was gathered using CASES (the Coping Analysis Schedule for Educational Settings). The results suggest that for three of the four academic areas studied, the traditional classroom environment (teacher-directed) may be inappropriate with the culturally disadvantaged. Open classrooms seem to be appropriate for learning reading and arithmetic. Caution should be exercised in generalizing the findings. (Author/NG)

ED 130 184 CG 010 826

Rehm, Lynn P.
The Modification of Depression by a Self-Control Behavior Therapy Program.

Pub Date Apr 76

Note—12p.; Paper presented at the annual meeting of the Eastern Psychological Association (New York, N.Y., April, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Change, Comparative Analysis, *Emotional Adjustment, *Emotional Problems, Individual Power, *Psychological Patterns, Psychological Studies, *Psychotherapy, *Self Control, Symposia

Identifiers—*Depression (Psychological)
Depression can be seen as a set of deficits in self-control behavior. Proceeding from this model, a behavioral, self-control therapy program was developed. Two studies evaluated this program with depressed female volunteers. The first study compared the program to non-specific group therapy and a waiting list control condition. Both Self-Control and non-specific group subjects improved from pre- to post-testing in comparison to Waiting List subjects. Greater improvement was shown by Self-Control subjects on both cognitive and overt-behavior measures of depression and experimental measures of self-control functions. In the second study the experimental Self-Control Therapy program was compared with a behavioral Social Skills training program. While subjects in both conditions improved with therapy, the Self-Control group showed greater improvement on cognitive measures of depression and self-reported activity level. Groups improved equally in direct observation measures of verbal activity. On measures of self-control functions the Self-Control group showed greater change, whereas measures of social skills did not indicate differential change. Overall, the two studies showed that a behavioral self-control program of psychotherapy aimed at modifying cognitive and overt-motor behaviors can have a significant impact on depression. (Author)

ED 130 185 CG 010 844

Controlled Confrontation: The Ward Grievance Procedure of the California Youth Authority. An Exemplary Project.

National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date [Feb 76]

Contract—J-LEAA-014-74

Note—17p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HC \$0.35, stock number 027-000-00384-2, there is a minimum charge of \$1.00 for each mail order)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adolescents, Arbitration, *Conflict Resolution, Corrective Institutions, *Grievance Procedures, Guides, *Institutionalized Persons, Models, *Prisoners, Program Descriptions, *Youth

The Ward Grievance Procedure of the California Youth Authority is one of 17 programs that earned the National Institute's "Exemplary" label. This brochure provides the requisite practical information for those who wish to test or consider testing the ward grievance procedure. The program was developed as a way of dealing with the questions raised by the issues of whether an inmate has the right to make suggestions about the way his life is regulated during incarceration and what kinds of grievance procedures are possible and permissible to prisoners. The program attempts to adopt the open collective negotiations and independent arbitration tradition to the prison environment. The program illustrates that prison tensions can be eased through a grievance procedure such as that described. The procedure has two formal features which are considered to have promoted its success: (1) grass roots problem solving by line staff and inmates who conduct hearings together and with equal decision-making authority; (2) inmate appeal to outside arbitration. The procedure deals mainly with individual problems, policy issues and ward vs. staff confrontations. The process has three stages: ward-staff committee hearing, appeal, and arbitration. Almost half the grievances are settled at the first stage, while only two percent require outside arbitration. (NG)

ED 130 186 CG 010 846

Murray, Carol A. And Others
Attitudes Toward the Physically Disabled.

Pub Date [71]

Note—24p.; Paper presented at the annual meeting of the American Sociological Association, (San Francisco, California, August 25-29, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Attitudes, *Empathy, Employer Attitudes, Experiments, *Handicapped, Identification (Psychological), *Interviews, *Peer Acceptance, *Physically Handicapped, Research Projects, Social Psychology

The primary purpose of this study was to examine the attitudes of non-disabled persons toward physically disabled persons. The degree of impairment, sex of stimulus persons, and sex of subjects were the independent variables. The subjects consisted of 120 psychology students from Kent State University, Ashtabula Regional Campus. Each subject viewed one of six videotaped conditions depicting a job interview situation in which the person being interviewed was either a male stimulus person or a female stimulus person displaying either no disability (control situation), a mild physical disability, or a severe physical disability. The findings in this study were unexpected. The results indicated a more favorable attitude toward a physically disabled person than toward a normal person. This implies that a sympathy effect is operating. The sex of the stimulus person and the sex of the subjects did not yield significant results. It can be concluded that the favorable attitude exhibited toward the stimulus persons in the present study tends to indicate that the physically disabled, when they are attempting to fulfill the expectations of the non-disabled, are met with sympathy rather than rejection. (Author)

ED 130 187 CG 010 866

Delattre, Edwin J. Donovan, Thomas J.
Why Reason? A Conversation About Logic With Edwin J. Delattre Conducted by Thomas J.

Donovan. National Humanities Faculty Why Series.
Spons Agency—National Humanities Faculty,
Concord, Mass.

Pub Date 75

Note—46p.

Available from—Chandler & Sharp Publishers,
Inc., 5609 Paradise Drive, Corte Madera,
California 94925 (HC \$1.00, orders totaling
less than \$30.00 must be accompanied by pay-
ment)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Abstract Reasoning, *Dialogue, Evaluative Thinking, *Humanistic Education, Humanization, *Logical Thinking, Persuasive Discourse, *Problem Solving

Identifiers—*National Humanities Faculty

This booklet is one of the National Humanities Faculty publications designed to examine the question of what is taught, and why. This dialogue between Edwin Delattre and Thomas Donovan explores how humans go about reasoning and solving problems according to their collective, reflective intelligence. (Author/MJ)

ED 130 188 CG 010 867

Piercy, Fred P.

Relationships Among Counselor Effectiveness Self-Ratings, Peer Ratings, Supervisor Ratings, and Client Ratings.

Pub Date [74]

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Rating Scales, *Counseling Effectiveness, *Counselor Evaluation, Counselor Performance, Counselor Training, Evaluation Methods, Peer Groups, Research Projects, *Statistical Bias, Supervisors

The purpose of this study was to investigate the comparability of counselor effectiveness ratings made by four different groups. This study examined the relationships among student counselors' self-ratings, peer ratings, supervisor ratings, and client ratings on the Counselor Effectiveness Scale, Form 2, a semantic differential rating scale appropriate for immediate use with raters of varying sophistication. No significant relationships were found between pairs of rating groups on the total score of the CES. In addition, no significant difference was found among the mean ratings made by the four rating groups. Implications for counselor effectiveness research and counselor training are discussed. (Author)

ED 130 189 CG 010 868

Foley, Mildred G.

Something Wonderful Happens When R.S.V.P. Comes into a School. Guide for R.S.V.P. Directors Interested in Involving Schools in Accepting Retired Senior Volunteers in Local School Systems, Grades K to 12.

Ohio State Commission on Aging, Columbus.

Spons Agency—ACTION, Washington, D.C.

Pub Date [74]

Note—62p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Elementary Education, *Gerontology, *Older Adults, Paraprofessional School Personnel, Program Descriptions, *Retirement, *School Community Programs, Senior Citizens, *Volunteers

Identifiers—*Retired Senior Volunteer Program, RSVP

RSVP (Retired Senior Volunteer Program) is one program of ACTION—The Agency for Volunteer Service. ACTION, created in 1971, is a Federal agency which administers a number of volunteer programs. Its purpose is to provide a recognized role in the community and a meaningful life in retirement for older adults through significant volunteer service. Senior volunteers must be age 60 or over; there are no eligibility requirements for volunteers based on income, education, or experience. The RSVP program through its policy of reimbursing the volunteer for out-of-pocket expenses, enables the person who otherwise might not be able to volunteer to do so. Today, ACTION supports 660 RSVP projects. This program operates in all of the conventional volunteer stations throughout Lake County, Ohio, and has, in addition, an intensive recruitment of volunteers for an RSVP School Pilot Program which was developed during its first year of operation. The Lake County program has worked very closely with the Career Education Department of the school. This manual provides the in-

formation for any school guidance director or principal who desires to introduce a volunteer program incorporating elderly persons into a school. (Author)

ED 130 190 CG 010 869

Aliskafi, M.H.

Labeling the Developmentally Disabled: A Social-System Approach.

Spons Agency—Alabama State Dept. of Mental Health, Montgomery.

Pub Date Aug 75

Note—19p.; Paper presented at the Annual Meeting of the American Sociological Association, (San Francisco, California, August 25-29, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Attitudes, *Handicapped, Helping Relationship, *Human Services, *Labeling (of Persons), Mentally Handicapped, Normalization (Handicapped), Physically Handicapped, Research Projects, Social Psychology, Social Systems, *Stereotypes

This paper examines procedures utilized in five social systems in affixing the label of disability on a sample of the developmentally disabled in three counties located in a Southern state. The social systems are: medical clinics, public schools, governmental and semigovernmental agencies, civic organizations, and families and neighbors. The objective is to compare the developmentally disabled persons nominated by these social systems in terms of degree of help sought from others, and dependence on public and private welfare agencies. Data were gathered from 364 disabled persons whose disabilities were mental retardation, cerebral palsy, and/or epilepsy. Statistical analyses revealed that characteristics of the disabled varied from one social system to another. Furthermore, the labeling process itself was mainly "reputational" in certain social systems and more "technical" in others. This research project, although only a beginning, speaks to the mislabeling that can occur when persons vary from the "norm". (Author)

ED 130 191 CG 010 871

Lasser, Barbara R.

Current Issues in Outcomes-Based Counseling. SWRL Educational Research and Development Professional Paper 32.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-PP-32

Pub Date 1 Jul 75

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 31-April 4, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Counseling, *Counseling Effectiveness, *Counseling Goals, *Counselor Evaluation, Guidance Objectives, Guides, *Interpersonal Competence, *Objectives, Psychotherapy, State of the Art Reviews

Identifiers—*Outcomes Based Counseling

Steps in an outcomes-based counseling cycle are described, and examples are provided that illustrate the usefulness of an outcomes-based approach with "insight" as well as "behavioral" techniques for promoting counseling goals. Factors that may currently discourage the practice of outcomes-based counseling are considered, and suggestions for stimulating its application are presented. (Author)

ED 130 192 CG 010 872

Mathews, Walter M. Stepp, Ernel, Jr.

The Appalachian Child: A Quantitative Description.

Pub Date 22 Apr 76

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Awareness, *Child Development, *Children, *Environmental Influences, Factor Analysis, *Individual Psychology, Junior High School Students, Locus of Control, Parent Child Relationship, *Personality, Statistical Data, *Statistical Studies, Symposia

Identifiers—*Appalachia

This report presents a statistical description of the Appalachian child. The population studied were fifth, sixth and seventh grade boys and girls,

in home and school environments. There is no commentary beyond a brief explanation of the meaning of each scale or measure employed. Some of the areas for which data are presented are: locus of control, self-concept, social maturity, home environment, personality factors, and career maturity. (NG)

ED 130 193 CG 010 873

Blasco, Frank

Guidelines for Volunteer for Credit Program.

Pub Date Jan 76

Note—5p.; Paper presented at the annual meeting of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976); not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—College Students, *Community Involvement, Higher Education, *Innovation, *Outreach Programs, Program Descriptions, *School Community Programs, *Student Volunteers, *Volunteers, Volunteer Training

The University of West Florida has developed a program in which students are able to serve as volunteers to agencies and schools of the community. The psychology department offers credit to any student donating so many clock hours of service per week for 10 weeks or a total of 30 hours per quarter. This paper presents a very brief course outline, and discussion of how the program has helped students and the community. (Author/CJ)

ED 130 194 CG 010 874

Zimmerman, Mary

Alignment Strategies in Verbal Accounts of Problematic Conduct: The Case of Abortion.

Pub Date [75]

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Abortions, Cultural Factors, *Females, *Interviews, Motivation, Norms, *Pregnancy, *Social Attitudes, Social Psychology, Surveys

Identifiers—*Justification
This paper reports the results of a survey on the attitudes of women who had just had voluntary abortions. The paper focuses on the attempt on the part of the women to bring their abortion-seeking behaviors in line with opposing cultural standards. The existing literature suggests that alignment can be accomplished through reducing the negative quality of the act (justification) or by rejecting personal responsibility (excuses). The researcher interviewed 40 women subsequent to their abortions. Those interviewed (with one exception) generally believed that the community disapproved of abortion, and almost half of those interviewed disapproved of abortion personally. The interview results indicate that while only a few (15%) of the women used alignment strategies to account for their pregnancies, most used them in accounting for their abortions. It is also noted that excuses were much more frequently employed than were justifications. (NG)

ED 130 195 CG 010 875

Guidance Resources Handbook: An Information Source for Personnel Involved in Educational Guidance and Counseling Activities in Elementary and Secondary School Settings in Oakland County.

Pub Date 76

Note—69p.

Available from—Oakland Schools, Department of Measurements and Guidance, 2100 Pontiac Lake Road, Pontiac, Michigan 48054

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Bibliographies, *Counseling Services, Counselors, *Guidance Counseling, *Information Dissemination, Occupational Information, Resource Guides, *Resource Materials, School Psychologists

The publication of the Guidance Resources Handbook is a response to an expressed need of guidance and counseling personnel in Oakland County for readily available access to basic guidance-related information. This handbook brings together relevant information that is organized into five major categories: career information resources, educational information resources, reference information resources, measurement resources, and legal resources. While

this publication covers a variety of resources, space limitations preclude the presentation of all guidance resources that are available. Included are current resources that (1) were suggested by the Guidance Advisory Committee, (2) appear in other listings of key guidance materials, and/or (3) are considered relevant by the staff of the Department of Measurements and Guidance. Inclusion in this publication does not necessarily denote an endorsement. The information offered is primarily intended to assist the user in determining the availability of current guidance resources. Although this book is focused on Michigan facilities, it contains annotated bibliographic source information useful to all helping professionals, particularly school counselors. (Author/CKJ)

ED 130 196 CG 010 877

Magenau, John. *And Others*

The Impact of Trust on Information Exchange in Bargaining.

Pub Date Apr 76

Note—7p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, N.Y., April, 1976); not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Science Research, *Collective Negotiation, Credibility, *Expectation, *Human Relations, Interpersonal Relationship, *Motivation, *Psychological Patterns, Research Projects, Simulation, *Social Exchange Theory, Social Psychology

Identifiers—*Trust

This research tests the hypothesis that trust is a prerequisite for the exchange of information about needs and priorities in negotiation. Bargainers who do not trust one another will fail to exchange information because they fear exploitation. Aspiration level and trust were manipulated in a simulated bargaining task. Bargainers induced to trust each other exchanged high levels of information about their profit schedules, but only when instructed to achieve high profits. Low trust led to high levels of competitive behavior under the same high aspiration conditions. A general conclusion of the study is that in mixed-motive situations, people tend to match each other's levels of cooperation to the extent that they feel mutually dependent, and to mismatch levels of cooperation to the extent that they feel independent. (Author/NG)

ED 130 197 CG 010 878

Kaiser, Leland, Comp. Sherretz, Lynn, Comp.

Designing Campus Environments: A Review of Selected Literature.

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date Apr 76

Note—75p.; For related document, see CG 010879

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Annotated Bibliographies, *College Environment, *College Students, Higher Education, Housing, Resource Materials, *School Design, Student Characteristics, *Student College Relationship

This annotated bibliography has been designed as an introduction for the listings: Overview of Educational Environments, Campus Environment-Student Transactions, Student Characteristics; Housing and Residence Halls, Measurement of College Environments, Student-Campus Environment Dysfunctions, and Intentional Campus Designs. The references include books, journal articles, dissertations and monographs. Where applicable, the citations include ERIC accession numbers. (MJ)

ED 130 198 CG 010 879

Aulepp, LuAnne. Delworth, Ursula

Training Manual for an Ecosystem Model: Assessing and Designing Campus Environments.

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date Apr 76

Note—135p.; For related documents, see CG 010 878

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*College Environment, *College Students, *Ecology, *Environmental Research, Facilities, Higher Education, Manuals, Models, *Program Design, *Student College Relationship, Student Needs

The ecosystem model is a design process utilizing an ecological approach. The manual presents processes developed and used during on-site campus applications of the model. It illustrates how work on a micro-level ecosystem project can be divided into stages, with instructions for accompanying discussions and process procedures for each. The manual contains extensive appendices relating to campus environmental design which include team-building techniques, a design for a workshop and a listing of assessment instruments with annotations. (Author/MJ)

ED 130 199 CG 010 880

Noble, Vincente, Comp. *And Others*

Counseling the Mexican American Client: An Annotated Bibliography of Journal Literature, 1964-1974.

Pub Date 74

Note—83p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Annotated Bibliographies, Bilingualism, *Counselor Training, *Ethnic Groups, *Mexican Americans, *Minority Groups, *Spanish Speaking, *Student Developed Materials

Identifiers—*Minority Counseling

Each of the entries in this bibliography is annotated with special emphasis on methodology and conclusions of the work. All citations are from professional journals covering the period 1964-1974. The entries are arranged alphabetically by author. (MJ)

ED 130 200 CG 010 881

Noble, Vincente, Comp. *And Others*

Counseling the Native American Client: An Annotated Bibliography of Journal Literature, 1964-1974.

Pub Date 74

Note—66p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*American Indians, Annotated Bibliographies, *Counselor Training, *Cultural Disadvantage, *Ethnic Groups, Literature Reviews, *Minority Groups, *Student Developed Materials

Identifiers—*Minority Counseling

This annotated bibliography, developed by graduate students, examines the professional journal literature on Native Americans. The literature is largely descriptive, and focuses on the helping relationship. Much of the material comes from the following academic areas: psychology, ethnology, sociology, social work, education and anthropology. (Author/CKJ)

ED 130 201 CG 010 882

Noble, Vincente, Comp. *And Others*

Counseling the Black Client: An Annotated Bibliography of Journal Literature, 1964-1974.

Pub Date 74

Note—91p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Annotated Bibliographies, *Black Community, *Counselor Training, *Disadvantaged Youth, *Ethnic Groups, *Minority Groups, Negro Education, *Negroes

Identifiers—*Minority Counseling

This bibliography contains 105 citations from professional journals covering the period 1964-1974. Articles are arranged alphabetically by author with an annotation defining purposes and conclusions for each. (MJ)

ED 130 202 CG 010 883

Noble, Vincente, Comp. *And Others*

Counseling the Asian American Client: An Annotated Bibliography of Journal Literature, 1964-1974.

Pub Date 74

Note—172p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Annotated Bibliographies, *Asian Americans, *Chinese Americans, *Counselor Training, *Ethnic Groups, *Japanese Americans, *Minority Groups

Identifiers—*Minority Counseling

This bibliography contains over 150 entries from professional journals covering the period from 1964-1974. The citations are extensively annotated with respect to purpose, method and conclusions of each article. (MJ)

ED 130 203 CG 010 884

Family Planning Educational Materials: An Annotated Bibliography of Selected Items.

North Carolina Univ., Chapel Hill. Carolina Population Center.

Pub Date Feb 68

Note—96p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Agencies, Annotated Bibliographies, Contraception, *Demography, *Family Planning, *Foreign Countries, Foreign Language Periodicals, *Instructional Films, *Instructional Materials, Instructional Materials Centers, Sex Education

This bibliography is designed to assist agencies in the U.S. and abroad in their selection of family planning educational materials. The citations are divided into two sections: (1) patient-oriented educational materials with emphasis on the need for family planning, availability of services, and birth control methods; and (2) materials which might be used in training family planning workers. Within each section items are classified by country of origin and arranged alphabetically by title in the following groupings: booklets, brochures, films, filmstrips, fliers, folders, models, and posters. Appended is an alphabetical listing of addresses of agencies which produced and/or distribute the materials listed in the bibliographies. (Author/MPJ)

ED 130 204 CG 010 885

Education Policies and Practices Regarding Child Abuse and Neglect and Recommendations for Policy Development. Education Commission of the States Child Abuse and Neglect Project Report No. 85.

Education Commission of the States, Denver, Colo. Child Abuse and Neglect Project.

Spons Agency—National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Pub Date Apr 76

Grant—90-C-407

Note—72p.; For related documents, see CG 010 886 and ED 124 282

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (HC \$2.00, prepayment required)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Child Abuse, Child Welfare, *Educational Policy, National Surveys, Parent School Relationship, *Policy Formation, *Question Answer Interviews, Research Projects, *School Law

This report documents the findings and implications of a nationwide assessment of current education policies and practices regarding child abuse. The report offers guidelines to help education policy makers formulate child abuse policies. In line with these two purposes, the body of the report is divided into two main sections. The first deals with various aspects of education's role in child abuse programs: why education should be involved, why its involvement has been limited to date, why this study was conducted and what the findings imply. The second section contains guidelines for policy development—suggestions that policy makers should consider before developing child abuse policies for education groups and institutions. In addition, four appendices are included: a description of the method, scope and selected findings of the study; samples of the study instruments; tabulated findings of the study; and several samples of child abuse policy statements. (Author/MPJ)

ED 130 205 CG 010 886

Child Abuse and Neglect: Model Legislation for the States. Education Commission of the States Child Abuse and Neglect Project Report No. 71.

Education Commission of the States, Denver, Colo. Child Abuse and Neglect Project.

Spons Agency—National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Pub Date Mar 76

Grant—90-C-407

Note—72p.; Second printing; for related document, see CG 010 885 and ED 119 834

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (HC \$3.00, prepayment required)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Child Abuse, *Child Advocacy, Child Welfare, *Legislation, *Models, Parent Child Relationship, Research Projects, *School Law, *State Legislation

This report is a model for state legislation for child abuse and neglect. This model act was designed to meet the requirements outlined in Public Law 93-247 which was enacted by the federal government in 1974. The model is out-

lined with sections covering every aspect of child abuse and the law. Each section also includes a commentary which discusses the purpose of that section, and explains particular points in greater detail. The bibliography of the report cites law review articles, books, medical articles, and public documents concerning child abuse. (MPJ)

ED 130 206 CG 010 887

Marion, Paul B. Stafford, Thomas H., Jr.
Contact with Foreign Students as an Influence on Selected Attitudes of American College Students: Research and Implications.

Pub Date Mar 75

Note—12p.; Paper presented at the Annual Convention of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975); for related document, see CG 010888.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Students, *Dormitories, *Foreign Students, Higher Education, *Interaction Process Analysis, International Programs, Questionnaires, *Research Projects, *Social Relations, *Student Attitudes

A study was conducted at North Carolina State University in the Spring of 1975 to investigate the relationship between residence hall proximity to foreign students and the following variables for American students: international attitudes, international activities, and interaction with foreign students. Of the 508 American students who participated in the project, 251 comprised the "non-proximity group" (those who did not live near a foreign student), and 257 comprised the "proximity group." The proximity group was divided into those who roomed with foreign students and those who lived near but did not room with foreign students. There was no significant relationship between proximity and international attitudes. American students in the proximity group interacted with foreign students to a significantly greater degree than did those in the non-proximity group. American students who roomed with foreign students were involved in a significantly greater number of international activities than either those in the non-proximity group or those in the proximity group who did not room with foreign students. An additional finding was that, regardless of proximity, there was a significant correlation between interaction with foreign students and international activities. Also, there was a significant correlation between interaction and international attitudes for those who lived close to but not with foreign students. (Author)

ED 130 207 CG 010 888

Marion, Paul B. And Others
Living in an International Residence Hall as an Influence on Selected Attitudes of American College Students: Research and Implications.

Pub Date Apr 76

Note—14p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976); for related document, see CG 010 887; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Housing, College Students, Cultural Awareness, *Dormitories, *Foreign Students, Higher Education, Housing, *Interaction Process Analysis, *Intercultural Programs, Research Projects, *Student Attitudes

A study was conducted at North Carolina State University in the Spring of 1976 to compare American students who lived in an international residence hall during 1975-76 with American students who lived in conventional residence halls during 1974-75 as to their international attitudes, international activities, and interaction with foreign students. The international hall housed approximately 140 American and 50 foreign students, while the conventional halls included several foreign students scattered throughout each hall. There were no significant differences between the two groups as to level of involvement in international activities. American students who roomed with a foreign student in the international hall expressed attitudes which were more internationally-oriented than American students in conventional halls or those who lived in the international hall with another American as their roommate. American students living in the international hall had a significantly higher level of interaction with foreign students than American students who lived in conventional halls, but not in close proximity to foreign students. American students who roomed with a foreign student

in the international hall had a significantly higher level of interaction with foreign students than American students who lived in the international hall, but did not room with a foreign student. (Author)

ED 130 208 CG 010 889

Shipley, Robert H.
Effect of a Collective Project on Group Cohesion.

Pub Date [74]

Note—18p.; Paper presented at the Annual Convention of the American Psychological Association (83rd, Chicago, Illinois, August 30 to September 2, 1975)

Available from—Robert H. Shipley, Mid-Missouri Mental Health Center, Columbia, Missouri 65201

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Creative Art, *Group Dynamics, *Group Therapy, Group Unity, *Interaction Process Analysis, *Mental Health Programs, *Occupational Therapy, Research Projects, Verbal Communication

Immediately before their second group therapy session, 10 newly formed inpatient therapy groups were randomly assigned to complete either collective or individual art projects. The members of a group in the collective-project condition completed a single art project as a group. Each member of a group assigned to the individual project condition completed an individual art project. In the therapy session which followed, groups in the collective-project condition showed a decrease in physical distance between group members relative to a baseline therapy session and relative to groups in the individual-project condition. These groups also scored higher on a questionnaire measure of cohesion. The questionnaire and intermember-distance measures of group cohesion correlated highly. Intermember distance returned to baseline during a follow-up therapy session. No differences were found during the therapy sessions in the frequency of three types of verbal behavior. It was concluded that collective art projects may be used to increase cohesion in ongoing therapy groups. Further exploration of intermember distance as a measure of group cohesion was suggested. (Author)

ED 130 209 CG 010 890

Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment, and Rehabilitation Act of 1970—Extension. Hearings Before the Subcommittee on Health and the Environment of the Committee on Interstate and Foreign Commerce, House of Representatives, Ninety-Fourth Congress, Second Session. January 19 and 26, 1976. Serial No. 94-74.

Congress of the U. S., Washington, D. C. House Committee on Interstate and Foreign Commerce.

Pub Date 76

Note—263p.; Not available in hard copy due to small print in original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Alcoholism, Community Health, Drug Legislation, *Federal Legislation, *Financial Policy, Medical Treatment, National Programs, *Prevention, *Public Health Legislation, *Rehabilitation

This document reports the hearings on bills H.R. 11317 and H.R. 11472, bills to extend for three fiscal years the programs of assistance under the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970. The programs include grants to the states, special grants for the implementation of the Uniform Alcoholism and Intoxication Treatment Act, and special project grants and contracts. Detailed statements and letters by numerous medical, hospital, nursing, community mental health, volunteer and alcohol and drug abuse organizations justify the value of such legislation. A document on the Funding Task Force Findings provides details on alcohol and drug abuse programming, current public funding sources for providers of programs and for clients, and private funds. National Health Insurance is discussed. Recommendations and issues for further exploration are listed. (KS)

ED 130 210 CG 010 891

Guidelines for Employment Counseling and Placement.

Virginia State Dept. of Education, Richmond. Guidance Service.

Pub Date Apr 76

Note—49p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Career Choice, *Career Planning, *Counselor Role, Decision Making Skills, Guides, High School Graduates, *High School Students, *Job Placement, Job Skills, Secondary Education, *Student Employment, *Vocational Counseling

This comprehensive developmental career education program includes follow-up and evaluation studies to serve students desirous of full- or part-time employment. Employment counseling is defined as individual or group assistance to secondary school students which will then enable them to develop and demonstrate successful job-seeking and holding skills. Placement services provide assistance to secondary school leavers or graduates who seek to obtain gainful employment and further education. Basic objectives of employment counseling and placement are listed, together with suggested activities for implementation. The specific roles of Division Superintendent, School Board, Program Coordinator, Principal, Guidance Director/Coordinator, Counselor, Teacher/Vocational Coordinator, and Advisory Committee are delineated. Included also are a calendar of activities and a suggested plan for their implementation, and detailed and useful appendices on a Record System, suggested Job Placement Service Forms and Sources of Information. (KS)

ED 130 211 CG 010 892

Zimmerman, Barry J. Rosenthal, Ted L.
Concept Attainment, Transfer, and Retention Through Observation and Rule Provision. Arizona Univ., Tucson. Arizona Center for Early Childhood Education.

Pub Date Nov 71

Note—23p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cognitive Processes, *Concept Formation, Concept Teaching, Elementary Education, *Elementary School Students, Instructional Systems, *Learning Processes, *Observational Learning, *Retention Studies, Role Models, Stimulus Generalization, *Transfer of Training

The effects of observing a model and of providing a response rule on the learning, transfer, and retention of a dial-reading, numerical concept were studied in 144 third-graders. Different experimenters conducted the immediate learning procedures versus the measurements of retention. No extrinsic reinforcers were promised or dispensed. The children profited both from modeling and from rule-provision, with the strongest learning, transfer, and retention displayed by the group that watched the model and also received the rule summary. Sequence of presenting the sets of retention stimuli (including a series of novel generalization items not previously encountered) did not influence the strength of concept retention six weeks after training. (Author)

ED 130 212 CG 010 894

Child Advocacy Programs: 1975.

National Center for Child Advocacy (DHEW/OHD), Washington, D.C.

Report No.—DHEW-(OHD)-76-30082

Pub Date 75

Note—123p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Child Advocacy, *Child Welfare, Civil Liberties, Community Health, Family Problems, *Helping Relationship, Legal Aid, *Outreach Programs, Parent Child Relationship, Program Descriptions, *State Programs

This first attempt to list child advocacy programs reflects the great variety and richness of advocacy efforts throughout the nation on behalf of children and youth. The listing includes strictly defined advocacy programs—both direct service, and planning and coordinating programs, as well as other services offered by agencies without defined advocacy programs. There is considerable fusion of advocacy activity with other direct services to individuals. Descriptions of program purposes, activities and other pertinent information are listed by states and regions. One index lists programs by their current emphases: adolescent parenthood, bilingual-bicultural advocacy, child welfare, developmental disabilities, juvenile delinquency. Native Americans, public education and recreation. A second index lists them by their

current activities: legal action and assistance, legislative action, consultative services, research, maintaining responsive grievance procedures for students and community involvement. (KS)

ED 130 213 CG 010 895

Cole, David L. Cole, Shirley

Locus of Control in Mexican Students: The Case of the Missing Fatalist.

Pub Date May 76

Note—12p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Phoenix, Arizona, May 12-15, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Anglo Americans, Comparative Analysis, Cross Cultural Studies, *Cultural Factors, *Foreign Countries, *High School Students, *Locus of Control, Mexican Americans, Personality, *Psychological Characteristics, Speeches, *Stereotypes

This study investigated the extent to which a stereotype of Mexicans or Chicanos as fatalistic is supported by their locus of control scores. Original data for the paper came from locus of control scores on college students in four nations (U.S.A., Mexico, Ireland, and West Germany) and from Anglo and Chicano high school students in southern California. These data show the Mexican business administration students to be more internally oriented than is true for students from each of the other nations. Chicano high school students planning to enter college are also internally oriented, and match Anglo high school students planning to attend college. Only Chicano male high school students not planning to enter college showed any tendency toward a more external locus of control. The authors also look at locus of control data collected by Garza (1974) and by Reitz and Groff (1973) and find that these also fail to portray either Chicano university students or Mexican factory workers as fatalistic in outlook. The paper concludes that to the extent that a perceived external locus of control would be indicative of a fatalistic outlook, such perception is lacking in most data on Mexican or Chicano subjects. (Author)

ED 130 214 CG 010 896

Montes, Delia Ortega, Ludy

Retention of the Nontraditional Student Through Peer Modeling.

Pub Date 76

Note—13p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Students, *Disadvantaged Groups, *Dropout Prevention, Higher Education, Low Income Groups, Models, Older Adults, *Outreach Programs, *Peer Counseling, Program Descriptions, *Retention, Student Personnel Services

Identifiers—*Nontraditional Students

An innovative program known as "ASTW", a system that works, was designed to assist the non-traditional student in a university setting. The program goal is retention of the non-traditional student through counseling and learning assistance. Peer Counselors play a key role in the total program operation. They are the paraprofessionals who participate directly with the professional staff in determining program needs, the deliverers of services to students, the evaluators of the program, and often times, the creators of innovative techniques and projects to better serve the non-traditional student. These two papers describe the program and present the model used in its implementation. (Author/KJ)

ED 130 215 CG 010 897

Barnett, Rosalind C. And Others

Will the Real Middle-Aged Woman Please Stand Up? Toward an Understanding of Adult Development in Women.

Pub Date Apr 76

Note—32p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, N.Y., April 22-24, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adjustment (to Environment), *Adult Development, *Females, *Life Style, Marital Status, *Middle Aged, Parent Child Relationship, Role Perception, Sex Role, Social Science Research, Symposia, *Womens Studies

This document is comprised of papers presented at a symposium on Adult Development in Women. A paper entitled "Women in the Middle Years" reviews the major findings on adult women, and describes what an adequate theory of women in the middle years should account for. Mental health, effects of marriage, children and work, and the interrelationships of these factors are discussed. In elucidating critical stages, the authors consider a developmental framework focusing on women's role patterns and life stages within the cultural context would be appropriate. The traditional consideration of chronological age, and stereotypes and myths about women, especially the mind-body relationship and the need for marriage and children have impeded model development. Power, and its relationship to a sense of personal control, are central considerations. A paper, "Some Sociological Perspectives on Adult Women" discusses personal roles, multiple roles, and coping and support systems. The conclusion reached is that theories based primarily on data from men do not apply to issues confronting women, and that life tasks, including the "marker events" which trigger a person's concerns with each of these tasks, serve as a focus from which to study the middle years. (KS)

ED 130 216 CG 010 898

Copes, Marvin L. Richardson, William B.

The Predictability of Career Choices of High School Seniors.

Pub Date 21 Apr 76

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Choice, Followup Studies, High School Curriculum, *High School Graduates, High School Students, *Jobs, Job Satisfaction, *Occupational Choice, *Occupational Surveys, Post Secondary Education, *Prediction, Questionnaires, Secondary Education

This study compared the career choices of high school seniors to the actual occupations they entered four years after graduation, to determine the extent to which high school seniors can predict career choices. The Indiana Vocational Technical College (IVTC) Questionnaire, Post High-School Educational and Career Plans of Senior Students was used on a population from three central Indiana public schools. It was found that individuals frequently changed their career choices after graduation. Their occupational grouping perception (white-collar versus blue-collar) and the geographic employment locale were predicted inaccurately. Though more planned post-secondary education than were ultimately involved in it, the plans of those who entered post-secondary education did not change. In view of the poor predictive ability of high school seniors in regard to their careers, it is recommended that: (1) schools should provide activities and experiences that promote viable career choices; (2) attention should be given to providing post-high school occupational training; (3) state level education programs should explore the career education concept; (4) research should be done on the role and influence of economic and cultural conditions in career choice; and (5) longitudinal research studies should be undertaken to shed light on career choice. (Author/KS)

ED 130 217 CG 010 899

Davis, Marsha

Patterns of Psychotherapist Nonverbal Behavior.

Pub Date 22 Apr 76

Note—13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, N.Y., April 22-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Patterns, *Body Language, *Interaction Process Analysis, *Interviews, Longitudinal Studies, *Nonverbal Communication, Psychiatric Hospitals, *Psychological Evaluation, Psychotherapy, Test Reliability, *Therapists, Video Tape Recordings

This paper, presented at the April 1976 meeting of the Eastern Psychological Association, reports part of an ongoing study of psychiatric interviews at Hahnemann Medical College and Hospital in Philadelphia. Faculty from the Department of Mental Health Sciences are videotaped in initial evaluative interviews with clients who volunteer from the psychiatric facili-

ties of Hahnemann. Client and therapist fill out questionnaires on their experiences of the sessions, and clients are given psychological tests. In future stages of the project, these will be correlated with movement assessments. The present paper deals with observer and repeat reliability on parts of the extensive inventory of patients' and therapists' body patterns. The Individual Movement Patterns Inventory used deals with individual style assessment, pathological features of movement, sex-role stereotypic nonverbal behaviors, interpersonal variables, and items believed to relate to cultural differences. Initial results suggest that individuals have consistent movement patterns over time, and those can be reliably assessed by trained observers. Therapist expressive movement patterns are focused on, with descriptive examples of individual differences presented. The paper concludes with therapist role-specific nonverbal patterns, preliminary observations of patterns of eye contact, facial expression, gesturing and interacting nonverbally which appear related to the therapy context. (Author/KS)

ED 130 218 CG 011 051

Catalog of Selected Documents in Psychology.

Volume 6, February 1976.

American Psychological Association, Washington,

D.C. Journal Supplement Abstract Service.

Pub Date Feb 76

Note—41p.

Available from—Subscription Section, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. 20036 (Annual subscription rates: HC \$6.00 for members, HC \$14.00 for nonmembers, some back issues are available for HC \$4.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Abstracts, *Behavioral Sciences, Bibliographies, Catalogs, *Educational Psychology, *Information Sources, Investigations, Microfiche, *Psychology, Research, *Social Psychology, Technical Reports

Identifiers—*Journal Supplement Abstract Service, JSAS

The Journal Supplement Abstract Service (JSAS) is a demand publication service developed to serve the following functions: (1) provide ready access to diverse materials unavailable through existing journals; (2) make available to a small sized, specialized audience items that are valuable to them; (3) encourage creation of materials not normally solicited by existing channels because they are too bulky for standard publication, and distribution in large numbers is uneconomical; and (4) increase knowledge about and provide an outlet for materials that have been distributed privately, through informal communications channels that should reach a wider audience and be retrievable through Psychological Abstracts. JSAS disseminates information on three complementary levels: (a) descriptive abstracts of documents accepted by the service, (b) individual full-text copies of these documents in either paper or microfiche format on demand, and (c) complete collections of accepted documents on an annual subscription basis. Diverse materials in all content areas are actively solicited, and undergo editorial review. Abstracts of accepted materials are published in this quarterly JSAS Catalog of Selected Documents in Psychology, which serves as a vehicle for identifying and ordering only those full-text documents which are relevant to one's interests. (Author)

ED 130 219 CG 011 052

Catalog of Selected Documents in Psychology.

Volume 6, May 1976.

American Psychological Association, Washington,

D.C. Journal Supplement Abstract Service.

Pub Date May 76

Note—44p.

Available from—Subscription Section, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. 20036 (Annual subscription rates: HC \$6.00 for members, HC \$14.00 for nonmembers, some back issues are available for HC \$4.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Abstracts, *Behavioral Sciences, Bibliographies, Catalogs, *Educational Psychology, *Information Sources, Investigations, Microfiche, *Psychology, Research, *Social Psychology, Technical Reports

Identifiers—*Journal Supplement Abstract Service, JSAS

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CS

ED 130 220 CS 002 640
Cauley, Oscar S., Ed.

What the Colleges Are Doing in Planning and Improving College Reading Programs; Selections from the First, Second and Third Yearbooks of the Southwest Reading Conference for Colleges and Universities.

Pub Date Jun 55

Note—167p.; National Reading Conference was formerly known as the Southwest Reading Conference; Published by Texas Christian University Press; For related documents, see ED 123 568-572, CS 002 649, 650, and 652; Best copy available

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Adult Reading Programs, *College Students, Counseling Services, Higher Education, Program Administration, *Reading Improvement, Reading Instruction, *Reading Programs, Reading Research, Remedial Reading

Identifiers—*National Reading Conference, *Southwest Reading Conference Colleges Universities

This volume contains selections from the first, second, and third yearbooks of the Southwest Reading Conference for Colleges and Universities. Articles discuss various aspects of college reading programs, including program establishment and administration, recent research on college reading, student reaction, vocabulary development, evaluation of reading films, an evaluation of the tachistoscope, emotional problems in reading, counseling in relation to the program, programs for adults, and grouping in remedial reading. (JM)

ED 130 221 CS 002 649
Cauley, Oscar S., Ed. Kingston, Albert J., Ed.

Evaluating College Reading Programs; Yearbook of the Annual Meeting of the Southwest Reading Conference for Colleges and Universities (4th, Texas Christian University, December, 1954).

Pub Date Feb 55

Note—123p.; National Reading Conference was formerly known as the Southwest Reading Conference; Published by Texas Christian University Press; For related documents, see ED 123 568-572, CS 002 640, 650, and 652

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*College Programs, College Students, Conference Reports, Higher Education, *Program Evaluation, Reading Diagnosis, Reading Improvement, *Reading Instruction, *Reading Programs, *Reading Research, Reading Skills, Reading Tests, *Teaching Methods

Identifiers—*National Reading Conference, *Southwest Reading Conference Colleges Universities

This yearbook contains the addresses presented at the fourth Annual Southwest Reading Con-

ference for Colleges and Universities. In addition short reports of the special sections and additional materials are included. Part 1 contains addresses which consider the following: standardized reading tests, problems in evaluating college reading programs, the status of research in college reading, an evaluation of selected methods of using reading pacers, trends in college reading programs, reading in relation to listening, speaking, and writing. Part 2 consists of special reports on the administration of college reading programs, diagnostic techniques, progress of students during the training period, and methods and techniques employed in improving ability. An appendix includes a report on college reading programs in the nation, a directory of colleges and universities which offer reading improvement courses, and a list of representatives in attendance at the annual meeting. (LL)

ED 130 222 CS 002 650

Cauley, Oscar S., Ed.

Exploring the Goals of College Reading Programs; Yearbook of the Annual Meeting of the Southwest Reading Conference for Colleges and Universities (5th, Texas Christian University, Dec. 1-3, 1955).

Pub Date 56

Note—140p.; National Reading Conference was formerly known as the Southwest Reading Conference; Published by Texas Christian University Press; For related documents, see ED 123 568-572, CS 002 640, 649, and 652; Best copy available

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Adult Reading Programs, *College Programs, College Students, Conference Reports, Higher Education, Reading Diagnosis, Reading Difficulty, Reading Improvement, *Reading Instruction, Reading Materials, *Reading Programs, *Reading Research, Reading Skills, Teaching Methods

Identifiers—*National Reading Conference, *Southwest Reading Conference Colleges Universities

This yearbook contains addresses and discussion group reports from the fifth annual meeting of the Southwest Reading Conference for Colleges and Universities. Part 1 includes addresses which consider: definitions of reading, psychological explanations of reading, the sociology of reading, recent research in college reading, reading and semantics, current goals of college reading programs, defining the reading needs of college students, current goals in college reading programs, and other topics. Part 2 includes discussion group reports which focus on: goals and techniques used in adult reading programs, reading improvement in business, physical, visual, and auditory disabilities in relation to reading, junior college and small college programs, clinical programs, and diagnostic techniques and tools. An appendix contains an annotated bibliography of college reading materials, a report from abroad, and a report on college reading programs in the nation. (LL)

ED 130 223 CS 002 652

Cauley, Oscar S., Ed.

Significant Elements in College and Adult Reading Improvement; Papers and Reports from the Annual Meeting of the National Reading Conference for Colleges and Adults (7th, Texas Christian University, Dec. 5-7, 1957). Seventh Yearbook.

National Reading Conference, Inc.

Pub Date Mar 58

Note—130p.; National Reading Conference was known as Southwest Reading Conference until 1957; Published by Texas Christian University Press; For related documents, see ED 123 568-572, CS 002 640, 649, and 650

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Adult Reading Programs, College High School Cooperation, *College Students, Conference Reports, Higher Education, *Reading Instruction, *Reading Programs, Reading Research, Television

Identifiers—*National Reading Conference Colleges and Adults

This volume, the seventh in a series, is the first yearbook published after the Southwest Reading Conference for Colleges and Universities was changed to the National Reading Conference for Colleges and Adults. All of the fourteen papers and reports presented at the annual meeting in December 1957 are included in this volume.

Among topics covered by the papers are a summary of a decade of progress in college and adult reading programs, characteristic elements of the programs, the relationship of high school and college programs, television as a medium for improvement of reading ability, expansion of reading services in industry and the military as well as other government services, and recent research in reading. (JM)

ED 130 224 CS 002 812

Kantowitz, Leonard

Management Manual: High School Reading Laboratories Funded Reading Programs.

New York City Board of Education, Brooklyn, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—62p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Instructional Materials, Learning Laboratories, Program Descriptions, Program Guides, Reading Centers, *Reading Programs, *Remedial Reading Programs, Secondary Education, Teaching Methods

This handbook includes assorted checklists, calendars, guides, and forms to help in managing a high school reading laboratory. The program is based on a diagnostic-prescriptive, skill-centered approach to the teaching of reading. Procedures related to the philosophy of the program, organization and storage of materials, record keeping, and testing are discussed. (AA)

ED 130 225 CS 002 945

Miller, Harry B., Comp.

Handbook for Reading Consultants.

Pub Date 76

Note—168p.; Prepared by Graduate Class 508 of Northeast Louisiana University; Some pages may reproduce poorly due to light print

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Elementary Education, Reading Consultants, *Reading Instruction, *Reading Processes, *Reading Skills, Teaching Guides, *Teaching Methods

This handbook discusses various topics of interest to reading consultants for the elementary level: beginning reading, word recognition, phonics, vocabulary development, comprehension, reading skills in the content area, individualized approaches to instruction, creative reading, the disadvantaged child, audiovisual aids, reading speed, reading readiness, innovations in the field, and diagnostic and remedial reading. (KS)

ED 130 226 CS 002 949

Hood, Joyce Gonzalez, Clara R.

The Oral Reading of Colombian Second- and Fourth-Graders: An Illustration of Issues in Cross-Cultural Oral Reading Research.

Pub Date 76

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Cross Cultural Studies, Elementary Education, Informal Reading Inventory, *Miscue Analysis, *Oral Reading, *Phoneme Grapheme Correspondence, *Reading Processes, *Spanish, Word Frequency

Identifiers—Colombia

In order to investigate whether the reading process develops similarly in languages where grapheme-phoneme relationships are more consistent, or where there is less word-order constraint, than in English, oral-reading-error analysis was extended to a language other than English. Errors evaluated were made by five Colombian second graders and six Colombian fourth graders reading two Spanish short stories containing differing proportions of high- and low-frequency words. Children of both grade levels made significantly fewer errors when reading the story containing more high-frequency words. Problems to consider in planning cross cultural study of oral-reading errors are discussed. (Author/AA)

ED 130 227 CS 002 950

Mountain, Lee

The Module Matures.

Pub Date 73

Note—10p.; Paper presented at the 1973 National Reading Conference

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Higher Education, *Instructional Materials, *Learning Modules, Methods Courses, *Performance Based Teacher Education, *Preservice Education, *Reading, Student Teachers, Teacher Education, Teacher Education Curriculum, Teaching Methods

In the beginning stages of their use, modules for reading-methods courses lacked clear definition of purpose, standard format, and organization. Recently, more sophisticated reading modules have been shown to contain the following components: objectives, learning activities, and assessments (pretests and posttests). A set of modules for teaching reading instruction methods to undergraduates at the University of Houston, Texas, achieves established goals in knowledge, performance, and testable results, through a competency-based, field-oriented course that begins on campus and ends in public school classrooms. The modules for this reading course have characteristically "matured," in organization and format, through three revisions. (KS)

ED 130 228 CS 002 955
New Directions, New Dimensions: Practical Programs in Reading.

Kentucky State Dept. of Education, Frankfort.
Div. of Program Development.

Pub Date 75

Note—112p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Applied Reading, *Beginning Reading, *Developmental Reading, Elementary Secondary Education, Program Descriptions, *Reading Instruction, *Reading Programs, *Remedial Reading Programs

Identifiers—Kentucky

Forty-three reading programs identified by Kentucky school districts are briefly described. Program descriptions are organized into four sections: lower elementary, upper elementary, intermediate middle school, and secondary school. Within each section, programs based on a variety of philosophies and approaches are presented. (AA)

ED 130 229 CS 002 956
Palmer, Francis H.

The Effects of Minimal Early Intervention on Subsequent IQ Scores and Reading Achievement. Final Report.

State Univ. of New York, Stony Brook.

Spons Agency—Education Commission of the States, Denver, Colo.

Pub Date 76

Contract—13-76-06846

Note—63p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Early Childhood Education, Elementary Education, Followup Studies, *Intelligence Quotient, *Intervention, Lower Class Males, Negro Youth, *Preschool Evaluation, Preschool Learning, *Preschool Programs, Program Evaluation, *Reading Achievement, *Success Factors

IQ and reading achievement in grade five were examined in a ten-year follow-up study of children who had participated in an early-intervention program, at ages 24 or 36 months. The intervention program varied age of training, type of training (concept versus discovery), and social class for 310 black male children from Harlem. The follow-up study obtained WISC scores for 139 and reading scores for 117 of the original sample. Analyses indicated these were representative of the original experimental and control samples. Comparison groups not involved in the original study were also drawn. Results indicated that concept training at age 24 months or 36 months significantly affected reading in the fifth grade and IQ at ages 10 to 12. Intervention at age two had an effect on reading and IQ, whereas intervention at age three affected IQ but not reading. Discovery training affected IQ but did not affect reading. Implications of the findings for general evaluations of the success or failure of Headstart and other early-intervention programs are discussed. (AA)

ED 130 230 CS 002 958
Pope, Lillie

Learning Disabilities Glossary: A Practical Guide to the Terminology Used in Learning Disabilities, Reading Disabilities, and Related Areas.

Pub Date 76

Note—60p.

Available from—Book-Lab, Inc., 1449 37th Street, Brooklyn, New York 11218 (\$1.65 paper)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Definitions, Educational Retardation, Glossaries, *Learning Disabilities, *Reading Difficulty

The purpose of this glossary is to help clarify communication among lay people and professionals by defining current terms—which are not self-explanatory—in the field of learning and reading disabilities. The terms selected for inclusion are those that might be encountered in the literature of the field, in psychological reports, in psycho-educational reports, and in meetings and discussions with clinicians and consultants. A bibliography lists recommended reading in learning disabilities, reading disabilities, and related areas. (JM)

ED 130 231 CS 002 959
Pope, Lillie

Tutor! A Handbook for Tutorial Programs.

Pub Date 76

Note—143p.

Available from—Book-Lab, Inc., 1449-37th St., Brooklyn, New York 11218 (\$3.60 paper)

Document Not Available from EDRS.

Descriptors—Community Programs, *Guidelines, Lay Teachers, *Programmed Tutoring, School Community Relationship, *Tutorial Programs, *Tutoring, Tutors, Volunteers, Volunteer Training

This manual contains specific guidelines for setting up a viable tutorial program, for training the tutors, and for enlisting volunteers in such a program. Part one describes the specific, technical problems that will be faced by those who set up and direct the program. Part two discusses the training of tutors. Part three contains samples of the forms, press releases, letters, and questionnaires involved in keeping a tutorial program running successfully and in improving communication among participants and with the community. (JM)

ED 130 232 CS 002 961
Dugan, Virginia Dorris

Specific Reading Skills of Fifth Grade Students Who Have Had Four Years of Experience in an Open Education Classroom.

Pub Date 76

Note—98p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-22,037, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Elementary Education, *Open Education, Program Evaluation, Reading Comprehension, *Reading Instruction, Reading Research, *Reading Skills, *Teaching Methods, *Teaching Styles, *Traditional Schools

Word recognition, factual recall, and inferential comprehension skills of 30 fifth-year students who had been in an open education classroom for four years were compared with similar skills of fifth-year pupils who had been in a traditional classroom for four years. Pupils had been placed in an open or traditional classroom by parental choice, but did not differ in parental socioeconomic level or measured IQ. Results indicated that the two groups of students did not differ significantly in any of the measured reading skills, using an alpha level of .01. The pupils from the open classrooms did obtain superior word-recognition scores, at the .05 level. Observation also suggested that, where open-education classrooms and traditional classrooms existed side by side without polarization of groups, there was a slow merging of ideas and practices. (Author/AA)

ED 130 233 CS 002 962
Merwin, Marjorie Ann

Investigation into the Nature of "b-d" Confusion among Selected Samples of Elementary Children.

Pub Date 76

Note—351p.; Ph.D. Dissertation, North Texas State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-23,769, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Elementary Education, *Failure Factors, Metropolitan Areas, Reading Achievement, *Reading Diagnosis, Reading Research, Reading Skills, *Remedial Reading

Identifiers—*Letter Reversals

The nature of b/d confusion by remedial and nonremedial readers at ages seven, eight, nine, and ten was explored using pupils from ten schools in a large, metropolitan school district. Subjects were individually tested to assess reversal tendency in letter naming, word reading, and writing/spelling. Able subjects were also tested in sentence reading and in spelling and reading nonsense words. Data were presented to describe the developmental phase-out of b/d reversals from ages seven to ten. Remedial subjects committed significantly more b/d reversals than did nonremedial and did not show the same age phase-out. Meaningfulness and position were also found to influence reversals. Knowledge of right and left did not relate significantly to b/d reversals. Extreme b/d reversers were found to have been average or below on first-grade readiness scores and significantly below grade-level placement in reading achievement. As a whole, the extremes were predominantly right-handed and no sex bias was detected. (Author/AA)

ED 130 234 CS 002 963
Drumm, Irma Derr

The Effect of Instruction in Oral Language-Experience Activities, Synonym Generation and Kernel Sentence Expansion on Language Development and Reading Achievement.

Pub Date 76

Note—119p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-22,036, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Child Language, Doctoral Theses, Educational Research, *Language Development, Language Instruction, Oral Communication, *Oral Expression, Primary Education, *Reading Achievement, *Reading Comprehension, Reading Research, *Speech Skills

This study was designed to investigate the effect of instruction in oral language (experience activities, synonym generation, and kernel sentence expansion) on certain aspects of first graders' oral language development and reading achievement. First graders in two elementary schools, randomly assigned to control and experimental groups, were divided into instructional groups of five to eight children. Instruction for the experimental group consisted of a total of 20 hours per child, extending over a period of five months. Testing on language-development and reading-comprehension scales revealed that, although generally classroom methodology had little effect on reading achievement, language training had a beneficial effect on children with lower levels of reading readiness who were later taught reading within formally structured, basal reading methodology. (Author/KS)

ED 130 235 CS 002 964
Mullen, Sylvania Murphy

A Comparison of Achieving and Nonachieving Readers Using the "Taxonomy of Educational Objectives."

Pub Date 76

Note—118p.; Ph.D. Dissertation, Temple University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-22,117, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, Doctoral Theses, *Failure Factors, Grade 10, High School Students, *Reading Achievement, Reading Comprehension, Reading Research, *Reading Skills, Secondary Education, *Success Factors

The six levels of understanding used to compare the skills of achieving and nonachieving readers investigated in this study were taken from the cognitive domain of Bloom's taxonomy of educational objectives. It was hypothesized that there is a significant difference, favoring achieving readers, between mean total scores of achieving and nonachieving readers on a test of reading comprehension skills, when the material to be read presents no word recognition difficulties for either group. It was also hypothesized that there

is a significant discriminant function separating achieving and nonachieving readers when the variables are the six types of questions reflecting the categories of the cognitive domain. Subjects for this investigation were tenth-grade students attending a comprehensive secondary school. The first hypothesis was not supported, but the second was. It was concluded that, although achieving and nonachieving readers do not differ significantly in their ability to recall information, achieving readers are more able to generalize the select relevant details than are nonachieving readers. Nonachieving readers' difficulty in functioning on the comprehension, analysis, and synthesis levels may also affect their word recognition abilities. (Author/RB)

ED 130 236 CS 002 970

Carter, Phillip Chase

A Study of Teacher Reading Competency in Selected Utah Elementary Schools, 1975.

Pub Date 76

Note—115p.; Ed.D. Dissertation, Brigham Young University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-23,727, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Elementary Education, *Reading Achievement, Reading Research, *Reading Skills, State Surveys, *Teacher Characteristics

Identifiers—Utah

Word analysis, study skills, and reading comprehension were assessed for 217 certificated teachers in 14 Utah schools. No significant differences were found among the scores of elementary school principals, special education and resource teachers, early-childhood grade teachers, and intermediate grade teachers. The effects of selected variables upon teacher knowledge were also examined. (Author/AA)

ED 130 237 CS 002 971

Borucki, Diane Marie

The Relationship of Piaget's Stages of Cognitive Development to First Grade Reading Achievement.

Pub Date 76

Note—101p.; Ed.D. Dissertation, Northern Illinois University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-21,456, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, *Cognitive Development, *Developmental Stages, Doctoral Theses, Grade 1, Primary Education, *Reading Achievement, *Reading Readiness, Reading Research, Sex Differences

Identifiers—Piaget (Jean)

The relationship between level of cognitive functioning at the beginning of first grade and level of reading achievement at the end of first grade was investigated in a sample of 325 children. The EITS Concept Assessment Kit-Conservation was used to classify the children as being in the preconceptual stage, the intuitive stage, or the concrete operational stage. Achievement at the end of first grade was assessed with the Stanford Achievement Test-Reading Tests. Analysis of results indicated a significant main effect for cognitive level for vocabulary and for word reading and a significant sex-by-level interaction for reading comprehension. There were significant differences in achievement, favoring the girls in the sample, for word reading, reading comprehension, word study skills, and total reading. (Author/AA)

ED 130 238 CS 002 972

Blackwelder, Evelyn McWhorter

An Investigation of the Effects of Teacher-Student Conferences on the Reading Achievement, Attitude toward Reading and Amount of Reading by Elementary Children.

Pub Date 76

Note—124p.; Ph.D. Dissertation, University of South Carolina

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-21,896, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Elementary Education, Independent Reading, *Individualized Instruction, *Individualized Reading, Reading Achievement, *Reading Instruction, Reading Research, Sex Differences, *Student Attitudes

The effect of individual teacher-student conferences on reading achievement, attitude toward reading, and amount of reading was investigated in separate samples of third and fourth graders, none of whom had previously had such teacher-student conferences. Results indicated significant differences between experimental and control groups at the fourth-but not the third-grade level for reading achievement and number of books read, and at both third- and fourth-grade levels for attitude toward reading. There were no significant sex differences in reading achievement at either grade level, but girls had a better attitude toward reading and reported a higher number of books read in the third grade. (Author/AA)

ED 130 239 CS 002 973

Small, Lily Burn Titer

A Comparison of an Extended Individualized Reading Instructional Program with the Regular Reading Instructional Program and Its Effects upon Reading Skills of Selected Black Junior High School Students Who Are Underachieving in Reading.

Pub Date 76

Note—180p.; Ed.D. Dissertation, University of the Pacific

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-22,325, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Grade 7, *Individualized Reading, Motivation, Negro Students, *Reading Achievement, Reading Research, Reading Skills, *Remedial Reading Programs, Secondary Education

The effects of an extended, individualized reading program on vocabulary, comprehension, and total reading skills were investigated in a sample of 39 underachieving, black seventh-grade pupils. No significant differences were found between experimental groups and control groups on any of the measures of reading achievement, but the experimental, individualized program may have enhanced interest in reading. (Author/AA)

ED 130 240 CS 002 974

Benson, Arthur Jerry

Aptitude-Treatment Interaction as a Mode of Evaluating First Grade Reading Interventions.

Pub Date 76

Note—72p.; Ph.D. Dissertation, George Peabody College for Teachers

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-21,615, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Aptitude, *Beginning Reading, Doctoral Theses, Grade 1, *Individual Differences, *Intervention, Primary Education, *Reading Instruction, Reading Research, Success Factors

Identifiers—*Aptitude Treatment Interaction

Aptitude-treatment interactions were examined in a study involving 264 first-grade pupils randomly assigned to groups receiving perceptual training, affective education, or a combination of both, or to a comparison group receiving no supplementary instruction. Aptitude was measured using a general measure of intelligence; achievement was assessed in the areas of word knowledge, word discrimination, and reading comprehension. Analysis of results provided no support for the aptitude-treatment hypothesis on any of the criterion variables. Post hoc analyses were used to generate hypotheses for future investigations. (Author/AA)

ED 130 241 CS 002 985

1973-74 Interim Evaluation of Dade County's Systems Approaches to Reading and Mathematics Instruction, Grades 2-6.

Dade County Public Schools, Miami, Fla. Dept. of Planning and Evaluation.

Pub Date Apr 75

Note—67p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Elementary Education, *Mathematics Instruction, Program Content, Program Costs, *Program Effectiveness, *Program Evaluation, *Reading Programs

Identifiers—*Dade County Florida Public Schools This interim evaluation report presents an overview of Dade County (Florida) systems programs-instructional assessment and management structures which provide for the acquisition of reading and mathematics skills by individual students. A survey of the programs reveals that, as of 1974,

1660 installations had accommodated approximately 50,000 second-grade through sixth-grade pupils. Discussion also provides a description of evaluative procedures used; conclusions with regard to program implementation, program effects on pupil achievement, and reading and math systems; and recommendations for the future. Appendixes include planning inventories and procedural suggestions for both reading and mathematics systems, various information-retrieval forms used, and a cost analysis of systems programs. (KS)

ED 130 242 CS 002 987

Sticht, Thomas G., Ed. Zapf, Diana Welty, Ed. Reading and Readability Research in the Armed Services. Final Report.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va.; Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.; Navy Personnel Research and Development Center, San Diego, Calif.; Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Report No—HumRRO-FR-WD-CA-76-4

Pub Date Sep 76

Contract—N00014-76-C-0312

Note—316p.

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—*Adult Basic Education, *Armed Forces, *Functional Reading, *Literacy Education, Literature Reviews, *Readability, Reading Research, Research and Development Centers, *Speech Skills, Technical Writing, Textbook Evaluation

The Conference on Reading and Readability Research in the Armed Services brought together reading, technical writing, and readability experts from civilian research and development (R & D) centers with R & D specialists from the armed services for discussion of reading and text-design problems in the military. This report of the proceedings includes perspective papers prepared by research workers representing the air force, army, and navy; the comments and suggestions made by the civilian consultants; and recommendations for future R & D in the services. Major recommendations stressed the need for each service branch to develop a comprehensive plan leading toward a total career-development program; the need for functional, job-related literacy training; the need to consider oral skills as well as literacy skills; and the need for more basic research. (Author/AA)

ED 130 243 CS 002 988

Armor, David And Others

Analysis of the School Preferred Reading Program in Selected Los Angeles Minority Schools.

Rand Corp., Santa Monica, Calif.

Spons Agency—Los Angeles Unified School District, Calif.

Report No—R-2007-LAUSD

Pub Date Aug 76

Contract—LAUSD-764136

Note—85p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Elementary Education, Evaluation Criteria, Mexican Americans, Negro Students, *Program Evaluation, *Reading Achievement, Reading Research, School Environment, *Success Factors, Urban Education

Identifiers—Los Angeles California Unified School District, *School Preferred Reading Program

In 20 elementary schools participating in the Los Angeles School Preferred Reading Program, gains in reading achievement were examined in order to identify school and classroom policies that were most successful in raising reading scores of inner-city children. All schools sampled displayed large or consistent gains for sixth-grade reading achievement, had predominantly minority-group student bodies, and were located in low-income neighborhoods. Data on school and classroom practices were gathered by interview and questionnaire from principals, reading specialists, and classroom teachers in the target schools. Background and demographic information and reading test scores for grades three through six were recorded for members of the sixth-grade classes of 1974 and 1975 from their junior high school records. Background factors and reading test scores in earlier grades were found to account for the largest part of the variation in sixth-

grade achievement, but variables reflecting particular school experiences also had significant influence. These factors are described and illustrated in the report. Overall, the results are interpreted as supporting the continuation of the School Preferred Reading Program. (Author/AA)

ED 130 244 CS 002 989
A Study of Compensatory Reading Programs. Executive Summary.

Educational Testing Service, Princeton, N.J.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation; RMC Research Corp., Los Altos, Calif.

Pub Date Sep 76
Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Compensatory Education Programs, Elementary Education, *Intervention, Program Effectiveness, *Program Evaluation, Reading Comprehension, Reading Instruction, Reading Research, Reading Skills, *Remedial Reading Programs, Student Attitudes

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

This report summarizes a study conducted by Educational Testing Service and RMC Research Corporation, of compensatory reading programs sponsored by Title I as well as those supported solely by state and local funds. The results show that in schools which received compensatory funds, the students most in need of it received additional help in overcoming their reading problems. Students who received this extra assistance tended not to fall further behind their peers in reading skills, in their liking for reading, and in their feelings about themselves as readers. On some of the reading tests used, compensatory students tended to catch up slightly. These results can be contrasted with those from earlier studies which showed that disadvantaged students without compensatory assistance fell progressively further behind in reading skills and attitudes. A limited number of unusually effective programs were identified which had in common a set of planning and management activities. (Author/AA)

ED 130 245 CS 002 990
Stice, Carole

Reading and the College Teacher: A Survey.

Pub Date 76

Note—13p.; Paper presented at the Annual Meeting of the College Reading Association (20th, Miami, October 20-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Teachers, Higher Education, Reading Ability, *Reading Instruction, Reading Research, *Remedial Reading, Surveys, *Teacher Attitudes, Teaching Skills, Textbook Research

Identifiers—Tennessee State University

Teacher attitudes toward reading and their knowledge of techniques to improve students' reading skills were assessed in a questionnaire survey of faculty members at Tennessee State University. Results from the 72 valid responses (out of 175 questionnaires distributed) indicated that college teachers need, and would like, more information about the teaching of reading and the identification and remediation of students with reading problems. A cloze test given to 100 freshmen the following semester indicated that 82% were reading at a frustration level on two frequently used freshman texts. (AA)

ED 130 246 CS 002 991
Standards of Excellence for Reading Programs in Iowa Schools.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date 76

Note—28p.; Prepared by the Iowa Right to Read Advisory Council

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Elementary Secondary Education, *Evaluation Criteria, *Program Evaluation, *Program Improvement, *Reading Programs, *State Standards

Identifiers—Iowa

To help teachers and administrators evaluate and improve their reading programs, standards of excellence are presented for seven program components: administration and organization, student assessment, instruction and management, instructional materials, evaluation, staff and staff development, and community involvement.

Procedures are suggested for reaching each of the standards, and the person or group with primary responsibility for carrying out these procedures is given. (Author/AA)

ED 130 247 CS 002 992

Tedder, Diane D.

When Navajo Children Read English or The Teachers' Last Stand.

Pub Date 76

Note—11p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cultural Differences, Elementary Education, *English (Second Language), Interference (Language Learning), *Navaho, *Reading Difficulty, *Reading Research, Second Language Learning, Teaching Procedures

Differences in culture, language, and educational setting contribute to the difficulties Navajo children experience in learning to read English. In Kenneth Goodman's latest research, examining the reading behavior of eight groups of children (four speaking a rural dialect and four for whom English is a second language), the Navajo children showed the least receptive control of English. Examples of research situations in which these children responded to post-story-reading questions show that teachers must be aware of Navajo children's language interferences, must be patient and persistent, and must know how to involve the children in more language activities. (JM)

ED 130 248 CS 002 993

Coulter, Florence C.

The Internship Model for Inservice Education.

Pub Date 76

Note—5p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Diagnostic Teaching, Elementary Secondary Education, *Inservice Teacher Education, Intermediate Administrative Units, *Internship Programs, Program Descriptions, Reading Consultants, *Reading Instruction

Identifiers—Oakland Michigan Schools

The background and the organization of the reading internship run by Oakland Schools (Michigan) are briefly described. The eight-week program provides training for elementary and secondary teachers from constituent school districts, which enables them to function as reading support personnel. Areas of study include reading theory and methodology, diagnosis and evaluation, and prescriptive planning to meet student needs through diagnostic testing. (AA)

ED 130 249 CS 002 994

Maxwell, Martha

Remedial Education at Berkeley: Why Do We Still Require It?

California Univ., Berkeley.

Pub Date 15 Sep 75

Note—92p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Composition Skills (Literary), Higher Education, Program Design, *Reading Skills, *Remedial Mathematics, *Remedial Programs, *Remedial Reading

Identifiers—University of California Berkeley

This report of remedial education at University of California-Berkeley assumes that students should be given adequate information about academic demands and their own capabilities, that they have the responsibility to prepare themselves in advance for these demands, that they should have access to academic support services on campus, and that reading and composition skills are developmental in nature, requiring academic support throughout a student's educational career. From this perspective, the present furor over students' lack of basic reading, writing, and mathematics skills is considered in the context of changing grading practices; the heterogeneity of Berkeley undergraduates; the proportion of Special Action Students—many of whom have severe academic problems; students' expectations about their college experience; and the general structure of remedial programs on University of California campuses. The advantages and limitations of several administrative alternatives are discussed. (Author/AA)

ED 130 250 CS 002 995
Because They Care: A Resource Manual for Volunteer Programs.

Illinois State Office of Education, Springfield.

Pub Date 76

Note—85p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Career Education, Citizens Councils, *Educational Programs, Elementary Secondary Education, Resource Teachers, School Community Cooperation, Senior Citizens, *State Programs, *Teacher Aides, Tutors, *Volunteers, Volunteer Training

Identifiers—Illinois

Beginning in 1973, meetings of 12 regional education advisory councils (composed of students, teachers, parents, administrators, board members, superintendents, and other citizens) studied volunteer programs in Illinois to determine their drawbacks and to formulate recommendations for expanding the concept of volunteers in education. This publication is the first attempt to disseminate information about volunteer programs in Illinois and to help local school districts interchange resources about their programs. Chapters focus on a rationale for using volunteers, potential problem areas and recommended solutions, orientation and evaluation, volunteer resource people, volunteers in career education programs, senior citizens as volunteers, the volunteer tutor, and specific volunteer programs in Illinois. An appendix contains material relevant to the state's volunteer programs. (JM)

ED 130 251 CS 002 996

Pierce, Dorothy

Reading Activities in Content Areas: An Ideabook for Middle and Secondary Schools.

Pub Date 76

Note—580p.

Available from—Allyn and Bacon, Inc., 470 Atlantic Ave., Boston, Massachusetts 02210 (\$16.50 cloth, \$6.95 paper)

Document Not Available from EDRS.

Descriptors—*Content Reading, Directed Reading Activity, *Learning Activities, Middle Schools, Reading Comprehension, *Reading Instruction, Reading Skills, Secondary Education, *Teaching Techniques, Vocabulary Development

This book suggests reading activities and teaching strategies to encourage students' success in the following middle school and secondary school content areas: business; driver education; English, speech, and journalism; art, music, and theater; foreign languages (French, Spanish, and German); health; home economics end industrial and vocational arts; mathematics; physical education; science; and social studies. Part one focuses on classroom techniques for stimulating vocabulary development and generating understanding. Part two details activities for practicing the skills necessary for learning success in each area. Subject area, suggested grade level, objectives, required student and teacher preparation, and specific procedures are outlined for each activity. (Author/KS)

ED 130 252 CS 002 997

Williamson, Leon E. Young, Freda

The Reading Performances of Monolinguals and Bilinguals Compared.

Pub Date 76

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bilingualism, Context Clues, Decoding (Reading), Elementary Education, *English, *Miscue Analysis, *Monolingualism, Oral Reading, Phoneme Grapheme Correspondence, *Reading Ability, Reading Processes, Reading Research, *Spanish Speaking

In order to determine whether bilingual (Spanish/English) readers of English are less efficient in using language cues than are monolinguals (English), the Reading Miscue Inventory (RMI) was used to analyze the reading performances of 60 subjects—ten bilinguals and ten monolinguals each in fourth, fifth, and sixth grades. Subjects read orally at their instructional and frustration levels, in basal readers and from a science text. Each subject's word attack errors or miscues were analyzed according to the diagnostic concepts in the RMI. Results showed that the monolinguals demonstrated more sensitivity to grammatical and semantic cues and that the relationship between miscues and comprehension

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is different for monolinguals and bilinguals--miscues are less apt to result in a comprehension loss for monolinguals. This research supports Loban's conclusion (1966) that language ability is necessary for competence in reading. (Tables of findings are included.) (JM)

ED 130 253 CS 002 998

Norris, Carole J.
Renewed Interest in Piaget and Montessori: Implications for the Teaching of Beginning Reading.

Pub Date 76
Note--12p.; Paper presented at the Annual Meeting of the College Reading Association (20th, Miami, October 20-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors--*Beginning Reading, *Educational Theories, Elementary Education, Intellectual Development, Motivation, *Reading Instruction Identifiers--*Montessori (Maria), *Piaget (Jean)

The theories and practices of Jean Piaget and Maria Montessori are outlined in relation to the teaching of beginning reading. Parallels are drawn between the two authors' views of the nature of intelligence and of motivation, leading to the conclusion that there may be danger of overemphasizing reading at the expense of other areas of the curriculum. (AA)

ED 130 254 CS 002 999

Carter, Sylvia
An Investigation of Reading Interests of Children.

Pub Date 76
Note--7p.; Paper presented at the Annual Meeting of the College Reading Association (20th, Miami, October 20-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors--*Childhood Interests, *Childrens Books, Childrens Literature, Educational Research, Interest Research, Primary Education, *Reading Interests, *Reading Materials, *Selection, *Student Interests

This study was prompted by the lack of consistency in defining the interests, both general and in the area of reading, of children in the primary grades. Analysis of more than 15 introductory texts used to teach reading indicated that interest measurement is based on certain unquestioned theoretical assumptions. Students in 27 first-through third-grade classes from a southeastern metropolitan school system were given individual-interest interviews and were exposed to group-interest measurement techniques. In addition, primary-level classroom teachers were observed in the effort to interpret their inferences concerning student interests. Data suggest that pupils' expressed interests did not reflect their reading interests; that, although teachers could interpret general student interest with a fair degree of accuracy, this accuracy did not extend to reading interests; that, in more than 60% of the cases, teachers could not recommend a book for pupils on the basis of interest; and that retesting after a four-month interval indicated a significant change in students' expressed interests. (KS)

ED 130 255 CS 003 000

Wurster, Stanley R. Mathis, F. Austin, Jr.
Happiness Is Reading: Reading Resource Center Glendale Elementary School District No. 40, Fourth Year of a Title I Project.

Glendale Elementary School District 40, Ariz.
Spons Agency--Office of Education (DHEW), Washington, D.C.

Pub Date Oct 76
Note--41p.; See related documents ED 082 150, ED 101 274, and ED 116 131

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors--Attendance, *Educationally Disadvantaged, Elementary Education, Parent Attitudes, Program Evaluation, Reading Achievement, *Reading Centers, *Remedial Reading Programs, Self Concept, Student Attitudes Identifiers--Elementary Secondary Education Act Title I, ESEA Title I

This report discusses the fourth year of a remedial reading program for disadvantaged second-through-fourth-grade pupils. Separate sections deal with program goals and objectives; selection of participants; reading resource centers; measurement and analysis of reading achievement, self-concept attitudes toward reading, attendance, and parental reactions; statistical results; and conclusions and recommendations. As a result of the reported studies, the reading resource centers were judged successful in improving reading skills, attitudes toward reading,

and school attendance of the target pupils, but not in improving students' self-concepts. (AA)

ED 130 256 CS 003 001

Smith, Mary L.
The Effect of Preschool Experiences on Achievement in Reading.

Pub Date 76
Note--10p.; Paper presented at the Annual Meeting of the College Reading Association (20th, Miami, October 20-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors--*Early Reading, *Educationally Disadvantaged, Educational Theories, Literature Reviews, Prereading Experience, Preschool Education, *Preschool Programs, Reading, Reading Ability, *Reading Achievement, Reading Development, *Reading Research, *Success Factors

This paper reviews the literature concerning preschool experiences which affect reading development. An attempt is made to isolate and describe experiences which, according to research, enhance reading achievement. Since 1960, many different early childhood education programs have been developed for educationally disadvantaged children. An analysis of the three basic types of curricula for these programs--programmed, open framework, and child centered--reveals that structured prereading programs elicit greater reading gains than the other two formats. Generally, however, research indicates that perceptual, intellectual, emotional, experiential, and language factors have varying degrees of importance with regard to childrens' ability to learn to read. (KS)

ED 130 257 CS 003 002

Trisman, Donald A. And Others
A Descriptive and Analytic Study of Compensatory Reading Programs, Volume I and Appendices A,B,C. Final Report.

Educational Testing Service, Princeton, N.J.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No--ETS-PR-75-26
Pub Date Dec 75

Contract--OEC-0-71-3715
Note--424p.; For related documents, see CS 003 002-009

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.

Descriptors--*Compensatory Education Programs, Elementary Education, National Surveys, Program Evaluation, Reading, Reading Achievement, Reading Instruction, *Remedial Reading Programs, *Test Results

Identifiers--Elementary Secondary Education Act Title I, ESEA Title I

Since July 1971, the Educational Testing Service has planned and conducted a study of compensatory reading programs in United States public schools. This volume reports the results of the 1972-1973 school-year study (phase two), which involved pre- and posttesting of all students in the second, fourth, and sixth grades of a subsample of the original 731 schools and an additional 30 schools with noteworthy reading programs. Contents consist of an overview of phase one, a description of the instrumentation and data-collection procedures for the phase one study, and the results of the phase two study. Forty-two tables of findings are included. Three appendixes contain study-related material: samples of tests and questionnaires, graphs plotting various test results, and supplementary analyses. (JM)

ED 130 258 CS 003 003

Trisman, Donald A. And Others
A Descriptive and Analytic Study of Compensatory Reading Programs, Volume I, Addendum I. Final Report.

Educational Testing Service, Princeton, N.J.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No--ETS-PR-76-2
Pub Date Feb 76

Contract--OEC-0-71-3715
Note--112p.; For related documents, see CS 003 002-009

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors--*Compensatory Education Programs, Elementary Education, National Surveys, Program Evaluation, Reading, Reading Achievement, Reading Instruction, *Remedial Reading Programs, *Summer Programs, *Test Results

Identifiers--Elementary Secondary Education Act Title I, ESEA Title I

Since July 1971, the Educational Testing Service has planned and conducted a study of compensatory reading programs in United States public schools. This document, an addendum to the final report for phase two of the study, includes a discussion of the relationship of classroom observations and effectiveness in the phase two sample of noteworthy schools, a description of the study conducted in the summer of 1973, and an appendix containing questionnaires for administrators and teachers in the summer-program survey. Forty-six tables of findings are included. (JM)

ED 130 259 CS 003 004

Trisman, Donald A. Waller, Michael I.
A Descriptive and Analytic Study of Compensatory Reading Programs, Volume I, Addendum II. Final Report.

Educational Testing Service, Princeton, N.J.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation; RMC Research Corp., Bethesda, Md.

Report No--ETS-PR-76-5

Pub Date May 76

Contract--OEC-0-71-3715

Note--102p.; For related documents, see CS 003 002-009

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors--*Compensatory Education Programs, Elementary Education, National Surveys, Program Evaluation, Reading, Reading Achievement, Reading Instruction, *Remedial Reading Programs, *School Funds, *Test Results

Identifiers--Elementary Secondary Education Act Title I, ESEA Title I

Since July 1971, the Educational Testing Service has planned and conducted a study of compensatory reading programs in United States public schools. This document, an addendum to the final report for phase two of the study, focuses on the reclassification (according to funding) of the 92 schools originally categorized as unclassifiable, reporting the reanalyses based on the reclassification data. An appendix contains a reexamination of program costs and enrollment by funding source, also based on the reclassification data. (JM)

ED 130 260 CS 003 005

A Study of Compensatory Reading Programs; Technical Summary.

Educational Testing Service, Princeton, N.J.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation; RMC Research Corp., Bethesda, Md.

Pub Date [76]

Note--92p.; For related documents, see CS 003 002-009

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors--*Compensatory Education Programs, Elementary Education, *Intervention, *Program Effectiveness, *Program Evaluation, Reading Instruction, Reading Research, *Remedial Reading Programs, Student Attitudes

Identifiers--Elementary Secondary Education Act Title I, ESEA Title I

Selected results from a study of compensatory reading programs sponsored by Title I and by other sources are presented and discussed. Various phases of the study included a questionnaire survey of a nationally representative sample of elementary schools, pre- and posttesting of students in grades two, four, and six of a subsample of the original group plus additional schools with unusual reading programs, an examination of summer programs in a subsample from the second phase, and visits by teams of observers to a selected group of schools that displayed a range of effectiveness. This summary is organized around a series of questions and draws on the results of each phase, as appropriate. General characteristics of compensatory programs are described, attributes and performance of compensatory and noncompensatory students are compared, reading-test gains are analyzed, unusually effective programs and summer programs are described, and results are compared with those from other studies. (AA)

ED 130 261 CS 003 006

Dienemann, Paul F. And Others
An Evaluation of the Cost Effectiveness of Alternative Compensatory Reading Programs, Volume I: Cost Analysis. Final Report.

Educational Testing Service, Princeton, N.J.; RMC Research Corp., Bethesda, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—RMC-UR-231

Pub Date Sep 74

Note—214p.; For related documents, see CS 003 002-009; Tables in appendix E may reproduce poorly due to small type on original document

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Compensatory Education Programs, Elementary Education, Estimated Costs, *Financial Needs, Models, *Program Costs, *Program Effectiveness, *Reading Instruction, *Remedial Reading Programs, School Administration

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

This report describes the results and methods of analysis in a study of reading program costs undertaken as part of a large-scale evaluation of compensatory reading programs. Using a resource approach to program-cost analysis developed for this study, costs were estimated for over 2,000 classes. The cost model provided a convenient and consistent framework for estimating costs and comparing results of reading programs across classes and schools. Analysis of the cost results showed that the costs of reading are related to the kinds of resources available, the program type, and the source of funds. Compensatory reading programs were found to be significantly more expensive per pupil than noncompensatory classes. Significant cost differences were shown to exist between program clusters, particularly regarding the use of staff and equipment resources. (Author/AA)

ED 130 262

CS 003 007

Flynn, Donald L.

An Evaluation of the Cost Effectiveness of Alternative Compensatory Reading Programs, Volume II: Model Sensitivity. Final Report.

Educational Testing Service, Princeton, N.J.; RMC Research Corp., Bethesda, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—RMC-UR-231

Pub Date Apr 76

Note—98p.; For related documents, see CS 003 002-009

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Compensatory Education Programs, Elementary Education, *Estimated Costs, Measurement Techniques, *Models, Predictive Measurement, *Program Costs, *Program Effectiveness, *Remedial Reading Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

This report examines in detail the cost-estimating model developed for a study of reading-program costs, undertaken as part of a large-scale evaluation of compensatory reading programs. Results of the cost-analysis were presented in a separate report. Here, the confidence which can be placed in the cost-estimation model is evaluated in terms of the probable effects of erroneous allocation rules, missing data, and measurement or data-collection errors. The range of probable error in the analyses is judged to be within an acceptable range for cost-estimation studies. A final chapter makes recommendations to improve future data-collection instruments in an attempt to reduce model sensitivity and measurement error. (AA)

ED 130 263

CS 003 008

Flynn, Donald L. And Others

An Evaluation of the Cost Effectiveness of Alternative Compensatory Reading Programs, Volume III: Cost-Effectiveness Analysis. Final Report.

Educational Testing Service, Princeton, N.J.; RMC Research Corp., Bethesda, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—RMC-UR-231

Pub Date Apr 76

Note—166p.; For related documents, see CS 003 002-009; Appendices A and B may reproduce poorly

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Compensatory Education Programs, Elementary Education, Estimated Costs, *Program Costs, *Program Effectiveness, *Reading Instruction, *Remedial Reading Programs, Test Validity

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

This report examines the cost effectiveness of reading programs, as part of a large-scale evaluation of compensatory reading programs. Results from a cost analysis of these programs and from an examination of the cost-assessment model used are presented in two other reports. No conclusive relationship was found between the cost of a program and its apparent effectiveness as measured by achievement tests. In addition, with the possible exception of special reading groups, no particular type of class was consistently more effective than another. No unique combination of resources appeared to ensure the success of a program. Limitations and weaknesses in the measure of effectiveness, however, make interpretation of the results difficult. (Author/AA)

ED 130 264

CS 003 009

Al-Salam, Nabeel Flynn, Donald L.

An Evaluation of the Cost Effectiveness of Alternative Compensatory Reading Programs, Volume IV: Cost Analysis of Summer Programs. Final Report.

Educational Testing Service, Princeton, N.J.; RMC Research Corp., Bethesda, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—RMC-UR-231

Pub Date Apr 76

Note—140p.; For related documents, see CS 003 002-009

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Compensatory Education Programs, Elementary Education, Estimated Costs, *Program Costs, *Program Effectiveness, *Reading Instruction, *Remedial Reading Programs, *Summer Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

This report describes the results of a study of the cost and cost effectiveness of 27 summer reading programs, carried through as part of a large-scale evaluation of compensatory reading programs. Three other reports describe cost and cost-effectiveness studies of programs during the regular school year. On an instructional-hour basis, the total per-student-hour cost was consistently over twice as large for summer programs, as a result of smaller class sizes, more highly qualified staff, and a larger proportion of time devoted to reading. Analyses of cost effectiveness were unable to explain why particular summer programs were above average in effectiveness. (AA)

ED 130 265

CS 003 019

Langham, Martha A. Peterson, Nancy M.

Open Your Cupboards to Learning Center Games: Activities for Reinforcing Math and Reading Skills for Teacher and Parent Involvement.

Pub Date 75

Note—49p.

Available from—Skills Reinforcement Systems, P.O. Box 13421, Phoenix, Arizona 85002 (\$5.00 paper)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Educational Games, Elementary Education, Learning Activities, *Mathematics, *Parent Participation, Parent Teacher Cooperation, *Reading Games, *Reading Readiness, Teaching Methods

This book has been developed to furnish teachers and parents with ideas for activities and games which aid children in the transition from oral language to printed language for reading and math. These games are designed to provide children with activities and experiences that increase vocabularies and make them useful in communication, language study that relates children's own speech to reading and math skills, and contact with ideas and language as used by other people. Games, made from the following common materials, are outlined: string, pizza board, golf tee, egg carton, clothes pin, party supplies, paper clip, flash and picture cube, pointer, card pin, paper cut out, and pockets and tiles. Also included are word lists, material lists, and an order form. (JM)

ED 130 266

CS 202 475

Culbertson, Hugh M.

Veiled News Sources—Who and Are They? ANPA News Research Bulletin No. 3.

American Newspaper Publishers Association, Washington, D.C.

Pub Date May 75

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Content Analysis, *Credibility, Higher Education, Journalism, Media Research, News Media, *Newspapers, *News Reporting Identifiers—*News Sources

In recent years, increasing concern with newspaper accuracy and credibility has led some people to question whether newspapers should use veiled, non-specific, attributions in news reporting. This study contains a content analysis of a sample of newspapers to determine the frequency and nature of veiled attributions as they are now employed. The newspapers selected for this study were located in the East and Midwest. One of the major findings of the study was that 36 percent of the 5182 stories examined in this investigation contained at least one attribution to unnamed sources. Additional findings of this study are reported in both narrative and table format. (RB)

ED 130 267

CS 202 902

Wood, Deloris

The Importance of Artificial Light in the Development of Night Photography.

Pub Date 75

Note—27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Canada, August 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—History, *Lighting, *Lights, *Photographic Equipment, Photographs, *Photography

This study traces the development of night photography, from February 7, 1839, when the effect of the moon on a Daguerreotype was first recorded by Alexander von Humboldt, to the present. The contributions of the following photographers who advanced the field of night photography are discussed: Margaret Bourke-White, Paul Martin, Brassai, Bill Brandt, Felix H. Man, Jacob August Riis, Weegee, Lewis Hine, and Eric Solomon. Artificial lights utilizing calcium, oil, mercury, and magnesium, as well as gas and electricity; flash bulbs; and electronic flash units are all considered as sources of illumination for night photography as are the natural light sources, moonlight and the Mexican firefly. A bibliography about night photography is also included. (LL)

ED 130 268

CS 202 961

Bossone, Richard M. Troyka, Lynn Quimman

A Strategy for Coping with High School and College Remedial English Problems.

City Univ. of New York, N.Y. Graduate School and Univ. Center.

Report No.—CASE-08-76

Pub Date 76

Note—214p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Articulation (Program), *Composition Skills (Literary), Educational Research, *English Programs, *Expository Writing, Higher Education, Program Evaluation, Reading Skills, Remedial Instruction, *Remedial Programs, *Remedial Reading, Secondary Education

Identifiers—City University of New York, CUNY, New York (New York)

An experimental approach to remedial writing instruction was compared with other teaching methods in common use in New York City, in a study involving 71 teachers of remedial English and 2,066 of their pupils. The experimental program correlated reading and writing instruction in a highly structured design for the purpose of improving expository writing. Objectives of the program included the analysis and development of instruments to provide accurate student profiles, utilization of teaching materials that specifically correlated reading and writing, training of remedial teachers to cope better with students' reading and writing problems, evaluation of progress within and between experimental and control groups, and articulation between high schools and colleges in preparing open-admissions students for college English. Results relevant to each of the objectives are reported, including the finding that approximately 80% of the experimental group, but only 45% of the control group, improved in their written work by the end of their semester of participation in the program. (AA)

ED 130 269

CS 202 962

Goldberg, Isadore

Students and Teachers Develop English Curriculum, ESEA Title III Evaluation. Final Report.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Aug 76
Contract—GA-068-5-AA-NS-0-6; GA76-CEL-15D-00-J09-2554
Note—57p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum Development, *Curriculum Enrichment, Elementary Secondary Education, *English Curriculum, *Inservice Teacher Education, Program Descriptions, Program Evaluation, *Teacher Improvement, Teacher Workshops, Teaching Methods
Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

The purpose of the Students and Teachers Develop English Curriculum project (an Elementary-Secondary Education Act Title III program) was to encourage the adoption of innovative curriculum units and instructional strategies in District of Columbia public schools. This booklet describes program background and objectives, methods and procedures of implementation, and evaluative findings. Teachers experienced in program goals and teaching strategies cooperated with participating teachers, both within schools and in centralized workshops. The results of this approach to information exchange were significant change in participating instructors' teaching methods and improvement of students' reading, writing, spelling, listening, and interpersonal skills. (KS)

ED 130 270 CS 202 973

Donelson, Kenneth L., Ed. And Others
Books for You: A Booklist for Senior High Students. Sixth Edition.

National Council of Teachers of English, Urbana, Ill.
Pub Date 76

Note—490p.; Compiled by the Committee on the Senior High School Booklist of the National Council of Teachers of English
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 03626, \$2.95 non-member, \$2.25 member)

EDRS Price MF-\$1.00 HC-\$26.11 Plus Postage.

Descriptors—*Adolescent Literature, *Annotated Bibliographies, *Booklists, *Books, *High School Students, Literature, Reading Materials, Secondary Education, Teenagers

The books listed in this annotated bibliography have been selected to provide pleasurable reading for high school students. Books are arranged alphabetically by author, under 43 main categories. Concluding the book are a directory of publishers and indexes of authors and titles. (JM)

ED 130 271 CS 202 974

Stanek, Lou Willett

Censorship: A Guide for Teachers, Librarians, and Others Concerned with Intellectual Freedom.

Pub Date 76
Note—31p.

Available from—Dell Publishing Co., Inc., 1 Dag Hammarskjöld Plaza, New York, New York 10017 (Write for price)

Document Not Available from EDRS.

Descriptors—*Academic Freedom, *Censorship, Educational Attitudes, *Freedom of Speech, Guides, Libraries, Moral Issues, School Environment, Secondary Education, Teacher Attitudes

The material in this guide includes instructions on how to lobby against censorship; discussions of two handbooks for students and teachers; a suggestion for a written policy statement to be used in dealing with potential censors; the National Council of Teachers of English form, "Citizen's Request for Reconsideration of a Work"; a plan for involving students in the censorship-fighting process while studying contemporary literature; an indictment of English teachers as self-censors; and a professor's personal account of being fired. (JM)

ED 130 272 CS 202 975

Brooks, Gwendolyn And Others
Black Poetry Writing: A Capsule Course.

Pub Date 75
Note—64p.
Available from—Broadside Press, 12651 Old Mill Place, Detroit, Michigan 48238 (\$5.00 paper)
Document Not Available from EDRS.

Descriptors—Bibliographies, *Creative Writing, Literary Analysis, Literary Influences, Metaphors, Methods, *Negro Literature, *Poetry, *Poets, Symbols (Literary), Writing Exercises

In this handbook, four authors write on the same topics but with varying emphases. Gwendolyn Brooks sketches the background of Afro-American poetry and offers practical hints and exercises for writing. Keorapatshe Kgotsile discusses the role and situation of the black writer. Haki R. Madhubuti (Don L. Lee) explains an author's commitment and discusses the use of words, metaphors, symbols, and characters. Dudley Randall analyzes the syntactical and rhythmical structure of verse and gives suggestions on marketing. The book includes lists of books and articles for background and technique, answers to questions asked by beginning writers, and work sheets showing the growth of a poem. (JM)

ED 130 273 CS 202 976

McCombs, Maxwell And Others
Handbook of Reporting Methods.

Pub Date 76
Note—323p.
Available from—Houghton Mifflin Company, One Beacon Street, Boston, Massachusetts 02107 (\$9.95 cloth)

Document Not Available from EDRS.

Descriptors—*Behavioral Sciences, Field Interviews, *Interviews, *Journalism, News Media, *News Reporting, Question Answer Interviews, *Scientific Methodology, Surveys

The techniques of behavioral scientists—field surveys, experiments, and content analysis—are becoming increasingly important to journalists as skills in the art of interviewing. This book is an introduction to behavioral science methodology for both prospective and professional journalists. Chapters are divided into three sections (strategies for reporting, methods of reporting, and the nature of news) and discuss social indicators for local communities, reporting and the scientific method, reporting surveys and polls, conducting a survey, sampling opinions and behaviors, mining community records and documents, interviewing, participant observation, journalistic field experiments, translating data into community information, and traditional and new concepts of the nature of the news. Subject, author, and source indexes conclude the book. (JM)

ED 130 274 CS 202 977

Berry, Thomas Elliott
Journalism in America: An Introduction to the News Media.

Pub Date 76
Note—370p.
Available from—Hastings House, Publishers, Inc., 10 East 40th St., New York, New York 10016 (\$14.50 cloth, \$7.50 paper)

Document Not Available from EDRS.

Descriptors—Communications, Editing, Higher Education, *Journalism, *Mass Media, *News Media, Newspapers, *News Reporting, Periodicals, Radio, Television, *Writing Skills
Identifiers—News Writing

This volume provides a broad introduction to the roles of the four principal media of mass communications—the newspaper, the magazine, radio, and television—and presents the fundamentals of writing for each of these media. Each medium is examined with respect to its unique position and influence in American society and is compared, for editorial similarities and differences, to other communications media. Chapters include discussion of recent issues in the field of mass communications; the news story; interviewing, feature stories, pictures, and copy editing in newspapers; make-up; editorial policy; the editorial; the column; the school paper; writing for radio and television; and writing for magazines. Appendixes provide a stylebook, suggestions for reading proofs, a glossary, and advice for developing a basic professional library in journalism. (KS)

ED 130 275 CS 202 979

Van Allen, Roach Allen, Claryce
Language Experience Activities.

Pub Date 76
Note—276p.
Available from—Houghton Mifflin Company, One Beacon Street, Boston, Massachusetts 02107 (\$6.95 paper)
Document Not Available from EDRS.

Descriptors—*Classroom Materials, Higher Education, *Individualized Instruction, Inservice Teacher Education, Language Development, *Language Experience Approach, *Language Skills, *Learning Activities, *Learning Laboratories, Teaching Guides

This book contains more than 250 language-experience activities, designed for use in classrooms where individualized programs require a variety of materials and a wide range of learning tasks. Intended for use as a resource text for undergraduate and graduate students, as well as for inservice teachers at the elementary level, the book provides suggestions for encouraging children's language growth through the use of learning centers. Activities and selections presented are coded according to learning center (arts and crafts center, game center, reading/research center, and so on) and according to the language concept illustrated. Appendixes include a bibliography of selections about models for children's writing and a listing of frequently used words. (KS)

ED 130 276 CS 202 980

Learning Skills Centers: A CCCC (Conference on College Composition and Communication) Report.

Conference on Coll. Composition and Communication, Urbana, Ill.; ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill. Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date Oct 76
Contract—400-75-0029
Note—30p.; Report of the Committee on Learning Skills Centers

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 27843, \$0.75)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Composition Skills (Literary), Higher Education, *Individualized Programs, Junior Colleges, *Learning Laboratories, Program Content, Program Descriptions, Program Evaluation, School Surveys, *Skill Centers

This booklet details the findings of a survey, conducted by the Committee on Learning Skills Centers of the Conference on College Composition and Communication, concerning the utilization of learning skills centers to teach composition in institutions of higher learning. Responses from 38 public two-year colleges, 2 private two-year colleges, 18 public four-year colleges, and 17 private four-year colleges provide information concerning the use and services of learning skills centers, student enrollment and motivation, faculty utilization, and other program characteristics. (KS)

ED 130 277 CS 202 981

Perry, Douglas Ross
Senior Humanities: Interdisciplinary Education in English and Religion.

Pub Date 76
Note—309p.; D.A. Dissertation, Carnegie-Mellon University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-20,236, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Course Descriptions, Doctoral Theses, *Educational Philosophy, *English Instruction, *Humanities Instruction, Humanization, *Interdisciplinary Approach, Literary Criticism, *Religious Education, Secondary Education, Seniors, Teaching Methods

An interdisciplinary approach to teaching English and religion can eliminate some of the educational problems posed by each subject. Part one of this thesis presents a philosophy of education which suggests that confluent and student-centered methods of teaching can best develop creativity and, thus, lead to greater humanization of students. Part two explains how the methods of drama, reading, creative writing, individualized learning, and small-group discussion fostered creative thinking in 31 high school seniors. Reading materials for the course were selected to reflect the following themes: evil, suffering, poverty, search for wisdom, salvation through sin, and human liberation. In addition, a theory of literary criticism and an approach to grading appropriate for interdisciplinary study are suggested. Appendixes include lesson plans for writing workshops, examples of student writing, and a bibliography of pertinent works in educational philosophy, English education, religious education, and literary criticism. (Author/KS)

ED 130 278 CS 202 982

Berry, Maurie Michele Muncy, Margaret Jean
An Investigation of the Interrelationship between
Articulation, Receptive and Expressive Language
Performance of Primary School Aged
Children.

Pub Date 76

Note—179p.; Ed.D. Dissertation, University of
Northern Colorado

Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
76-23,163, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Articulation (Speech), *Child Language,
Doctoral Theses, *Expressive Language,
Language Research, Language Usage, Primary
Education, *Receptive Language,
Socioeconomic Status

This study investigated the interrelationship of
articulation and receptive and expressive language
performance by 306 children in kindergarten
and first and second grade in Fort Collins,
Colorado, with regard to age, sex, and
socioeconomic level. Fifty-one males and 51
females from the sample group were tested on
three pairs of tests: the Arizona Articulation
Proficiency Scale (AAPS) and an experimental
articulation test; the Northwestern Syntax Screening
Test: Receptive (NSST-R) and an experimental
repetitive test; and the Northwestern Syntax
Screening Test: Expressive (NSST-E) and an experimental
test of oral expression. Little or no
correlation was shown to exist between articulation
and expressive language performance as
measured by the AAPS and the NSST-E or between
articulation and receptive language performance
as measured by the AAPS and the NSST-R. A high
interrelationship between receptive and expressive
language performance was apparent, according to the
NSST-R and the NSST-E. Correlations were also found
in some age subgroups, between standardized and
experimental articulation tests and between
standardized and experimental expressive language
tests. (Author/KS)

ED 130 279 CS 202 983

Dvorak, John Edward
High School Principal-Newspaper Adviser Relationships
and Their Effects on Freedom of School-Sponsored
Newspapers.

Pub Date 75

Note—293p.; Ph.D. Dissertation, University of
Missouri-Columbia

Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
76-21,942, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Censorship, Doctoral Theses, Educational
Research, *Faculty Advisors, Freedom of Speech,
*Principals, School Surveys, Secondary Education,
*Student Publications, *Teacher Administrator Relationship
Identifiers—Missouri

This study examined the relationship between
school newspaper advisers and principals in Missouri
high schools to determine whether the quality of this
relationship affects freedom of expression in school
newspapers. Responses on a questionnaire concerning
principal's management style, adviser's job satisfaction,
and communication conditions were gathered from 88
pairs of principals and advisers. Testing of nine major
hypotheses revealed that communication conditions,
job satisfaction of advisers, and the length of time
an adviser has worked with school newspapers were
the key variables related to censorship. (Author/KS)

ED 130 280 CS 202 984

Rice, Rudy R.
The Use of Handwriting Rate for Predicting
Academic Achievement and Suggesting Curriculum
Modification.

Pub Date 76

Note—159p.; Ph.D. Dissertation, The University
of Akron

Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
76-21,857, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Doctoral
Theses, Educational Research, *Handwriting
Instruction, *Handwriting Skills, Intermediate
Grades, Self Concept

The relationships among handwriting rate,
academic achievement, and the completion of

written assignments were investigated in a sample
of 119 sixth-grade students. Each student
completed instruments measuring rate of rapid
and casual handwriting, legibility, copying rate,
completion of written assignments, and self-concept.
Results indicated that handwriting rate was a
significant predictor of language achievement and
assignment completion; that secure/insecure
and defensive/aggressive elements from the measure
of self-concept were significant predictors of
handwriting rate; and that IQ, used as a control
variable, accounted for a significant proportion of
the variation throughout the study. Educational
implications of the findings are also discussed.
(Author/AA)

ED 130 281 CS 202 985

Smeltzer, Dennis Keith
The Psychophysiological Reactions of Male and
Female Subjects with Varying Film Viewing Experience
While Viewing Selected Cinematographic Elements.

Pub Date 76

Note—80p.; Ed.D. Dissertation, Northern Illinois
University

Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
76-21,852, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Behavioral Science Research, Doctoral
Theses, *Films, Higher Education, Media Research,
*Production Techniques, *Psychophysiology, *Reactive Behavior,
*Response Mode, Sex Differences, Stimuli

This study investigated the psychophysiological
reactions of male and female subjects to cinematic
elements: varying camera distances, panning shots,
tracking shots, and zooming shots. Fourteen males
and 15 females, members of an introductory speech
course at Northern Illinois University, viewed five
films that varied only in the presence or absence of
these production techniques. According to measurements
of galvanic skin response, respiratory rate, and
performance on a semantic differential test, filmic
elements did influence viewers' psychophysiological
reactions. Results suggest that greater psychophysiological
reactions occur in the absence of cinematic elements;
that viewers respond to production changes in a film,
but that these production techniques do not affect
perception of a film's story; that gender and film-viewing
experience has little effect on a viewer's psychophysiological
reactions; and that psychological and physiological
responses to these filmic elements tend not to be
significantly correlated. (Author/KS)

ED 130 282 CS 202 986

Jacobs, Albert Luck, Jr.
The Development of a High School Poetry Writing
Program from Selected Writings of Erik Erikson,
Kenneth Koch, and Theodore Roethke.

Pub Date 76

Note—98p.; Ed.D. Dissertation, University of
Virginia

Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
76-22,842, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Adolescents, *Creative Writing, *Creativity,
Doctoral Theses, Educational Philosophy, *Individual Psychology,
*Poetry, *Program Development, Secondary Education,
Writing Skills

Identifiers—Erikson (Erik), Koch (Kenneth),
Roethke (Theodore)

In this study, a program for teaching poetry
writing in secondary schools is derived from Kenneth
Koch's and Theodore Roethke's ideas, and from
Erik Erikson's model of adolescent human processes.
A review of related literature defines three major
approaches to the teaching of poetry writing: models,
activities, and models and activities combined. (Koch's
principles are a comprehensive example of the models-
and-activities approach.) Separate chapters examine
Erikson's philosophy, Koch's and Roethke's theories
as they relate to Erikson's model, and the application
of these theoretical notions to actual writing assignments.
(KS)

ED 130 283 CS 202 989

Candor, Catherine Ann
A History of the Kanawha County Textbook Controversy,
April 1974-April 1975.

Pub Date 76

Note—256p.; Ed.D. Dissertation, Virginia
Polytechnic Institute and State University
Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
76-23,211, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Censorship, Doctoral Theses, Educational
History, Elementary Secondary Education, English
Curriculum, *Language Arts, *School Community Relationship,
*Textbook Selection

Identifiers—*West Virginia (Kanawha County)

The background of the Kanawha County, language
arts textbook controversy is described, and several
factors are examined as possible precipitating
elements in the controversy. The major actions,
reactions, and occurrences in Kanawha County from
April 1974 to April 1975 are reported, and various
sources are used to document positions taken by
individuals, groups, and organizations. Organized
chronologically, the study traces the evolution of
the textbook protest and continues through the
abatement of most protest activities. Five factors,
mostly outside the control of the educational
establishment, are found to have contributed to
and sustained the conflict. These factors include the
state law regarding the seating of school board
members, the role of organized labor, the lack of
adequate law enforcement, the intervention of
outside groups, and the role of the media. Implications
for public schools in other areas of the country
are discussed. (Author/AA)

ED 130 284 CS 202 990

Polk, Toby Pellman
An Examination of Elective English Programs in
Comprehensive Senior High Schools: Implications
for Program Development.

Pub Date 76

Note—122p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
76-22,061, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Comprehensive Programs, Doctoral
Theses, Educational Research, *Elective Subjects,
*English Programs, Language, Literature, *Program
Development, Program Evaluation, Senior High Schools

This dissertation examines the basis for adoption
and development of elective English programs in
the school district of Philadelphia's 21 comprehensive
senior high schools. Personal, structured, executive
interviews conducted in the work setting with
English department heads were the source of data for
the study. It was hypothesized that elective English
programs must find their basis in the field of English;
that the field of English is at least constrained by
the rules that characterize language and literature;
that elective English programs must be based on
problems endemic to language and literature; and
that an occupation is constrained by the distinctive
sources that characterize language and literature. It
was found that the formulations of language and
literature are independent activities; that occupations
and the problematic are dependent on the distinctive
formulations that constrain language and literature;
and that the Philadelphia program adoption and
development was not based on a rationale. The
conclusions of this study and the accompanying
implications for program development must be
verified by replication. (Author/RB)

ED 130 285 CS 202 991

Moss, Andrew Ian
Toward a Rhetoric of Inquiry: A Study of the
Theory, Application, and Evaluation of the
Interdisciplinary Writing Course.

Pub Date 76

Note—211p.; Ph.D. Dissertation, University of
California

Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
76-22,209, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Composition (Literary), *Composition
Skills (Literary), *Course Evaluation, Doctoral
Theses, *English Instruction, Higher Education,
*Interdisciplinary Approach, Theories

Identifiers—UCLA, University of California Los
Angeles

This dissertation describes the basic features of four interdisciplinary writing courses at the University of California, Los Angeles (UCLA), explaining briefly how and why they arose. For example, the "adjunct" course featured the conjunction of a writing class and another class on campus (e.g., in political science or history), thus allowing the writing instructor to help the students in that course develop their required term or research papers. The second section, devoted to the implementation of the theory that writing can be a mode of learning or of inquiry, delineates the strengths and weaknesses of the courses developed at UCLA and offers elements of a pedagogy oriented to the concept of inquiry. The third section, on evaluation, describes the purposes, methodology, conclusions, and recommendations of an evaluative project studying the effectiveness of a multidisciplinary writing course in 1974-1975. The results of the evaluation indicated that the improvement in the writing of students in that course compared favorably with that of students in the traditional freshman composition classes at UCLA. (Author/AA)

ED 130 286 CS 202 992

Funkhouser, James L.

Black English: From Speech to Writing.

Pub Date 76

Note—268p.; Ph.D. Dissertation, Saint Louis University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-22,538, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Community Colleges, *Composition (Literary), Doctoral Theses, *Language Styles, *Language Usage, *Negro Dialects, Negro Students, *Nonstandard Dialects, Speech

Identifiers—*Black English, Missouri (Saint Louis)

The ways speakers of Black English modify features of their spoken dialect in the process of adapting their language to writing are examined in this dissertation, on the basis of a corpus of writing from 41 black students enrolled in a St. Louis community college composition course. Each student is represented by 500 to 1000 words of writing selected for their reflection of features identified by researchers as characteristic of Black English. The study reveals that the conventions of writing force the dialect features to undergo regular changes, though the dialect remains as an identifiable pattern. English spelling conventions and the discrete nature of written words force a rearrangement of the constraints controlling the dialect variables in spoken Black English. (Author/AA)

ED 130 287 CS 202 994

Dinan, John Stephen

Language-Activity and the Teaching of Composition.

Pub Date 76

Note—457p.; Ph.D. Dissertation, University of Massachusetts

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-22,558, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Composition (Literary), Composition Skills (Literary), Doctoral Theses, English Instruction, Language Development, Language Fluency, *Models, Philosophy, Post Secondary Education, Secondary Education

The problems that the composition teacher finds in student writing and the philosophical hazards involved in dealing with the concepts "language" and "writing" are considered first. Active and static models of writing are examined in terms of their philosophical and pedagogical implications. Static conceptualizations of language and writing are criticized and eventually rejected, because they reinforce the composition student's fundamental misconception of his or her language activity as a reporting activity. This product-oriented notion of language activity can be seen in the composition student's writing behavior and, also, in both traditional and contemporary teaching procedures. Active conceptualizations of language and writing, on the other hand, are endorsed because they direct the composition student and composition teacher to adopt the process-oriented compose model of language activity. Pedagogical implications of this model are discussed in terms of useful writing assignments and appropriate classroom teaching

behaviors. The compose model of writing is also discussed and justified in terms of practicality and humaneness. (Author/AA)

ED 130 288 CS 202 998

England, David Allen

Developments and Issues in Secondary English Instruction, 1935-1955: Progression, Regression, and the Search for the Ideal.

Pub Date 76

Note—385p.; Ph.D. Dissertation, Indiana University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-21,577, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Curriculum Research, Doctoral Theses, *Educational History, Educational Research, *Educational Trends, English Curriculum, *English Instruction, *Language Arts, Secondary Education

Although both earlier and later periods in the history of English instruction in secondary schools have been extensively researched, developments from 1935 to the mid 1950s have received little attention. This study builds upon the works of Judy Flanigan, and Botts, which provide a history of English instruction in the United States from its inception through 1935 and examines educational trends through the 1950s as they are reflected in the major curriculum statements of the National Council of Teachers of English (NCTE) and the Modern Language Association (MLA). Research indicates that leading professionals were torn between a growing commitment to instruction based on individual student needs and the desire to maintain the traditional emphasis on content mastery. Attempts to reform the English curriculum failed primarily because of the strengths of tradition, the inability of English teachers to move from theories to practices, and a lack of applied knowledge about the emotional, cognitive, and social growth of youth. (Author/KS)

ED 130 289 CS 203 001

McDonald, Alma Alene

A Multimodal Remedial Program for Teaching Skills of Written Expression to Intermediate Grade Students.

Pub Date 75

Note—243p.; Ed.D. Dissertation, University of the Pacific

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-22,324, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, Intermediate Grades, *Program Effectiveness, *Remedial Programs, Teacher Background, *Writing Skills

To determine the effectiveness of a program for reteaching writing skills, students from ten intermediate classrooms in three schools, who achieved poor scores on a screening instrument or received teacher evaluations indicating low skill levels, participated in this study. An experimental group of 78 subjects received a pretest, a program of ten two-part lessons covering basic skills of written expression, and a posttest. The control group of 35 subjects received only pre- and posttesting. Participants in the experimental group evidenced significantly higher gains than did the control group, on five of ten tasks. The program appeared, therefore, to have been effective in helping students improve their writing skills. In addition, it was shown that teachers of different backgrounds could successfully implement this program with a minimum of inservice training. (Author/KS)

ED 130 290 CS 203 003

Bryl, Susan, Comp. Welsch, Erwin K., Comp.

Black Periodicals & Newspapers: A Union List of Holdings in Libraries of the University of Wisconsin & the Library of the State Historical Society of Wisconsin.

Wisconsin State Historical Society, Madison; Wisconsin Univ., Madison. Steenbock Memorial Library.

Pub Date 75

Note—89p.

Available from—Business Office, State Historical Society of Wisconsin, 816 State Street, Madison, Wisconsin 53706 (\$3.00 paper)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Higher Education, Library Collections, Library Guides, *Negro History, *Negro Literature, *Negro Organizations,

*Newspapers, *Periodicals

Identifiers—University of Wisconsin Madison, Wisconsin State Historical Society

This booklet provides a guide to the locations of more than 500 periodicals and newspapers relating to black Americans which were received before November 1974 by the libraries of the University of Wisconsin at Madison and the library of the State Historical Society of Wisconsin. The scope of the guide is broad, including literary, political, and historical journals, as well as general newspapers of the black community. Representation of all phases of black thought and action, from the Abolitionist involvement of the nineteenth century to the civil rights and black nationalist movements of the 1960s and 1970s, is provided. The alphabetical main listing (by title of publication) is supplemented by a subject index and a list arranged by state. (Author/KS)

ED 130 291 CS 203 004

Options in Education, Transcript for November 3, 1975: College Enrollment, Standardized Testing, Hyperactive Children, Teacher Strikes, and Training to Be a Professional Golfer.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Education, Elementary Secondary Education, Enrollment Influences, Golf, Higher Education, Hyperactivity, *Interviews, *News Reporting, *Radio, Scripts, Standardized Tests, Teacher Strikes

Identifiers—Options in Education

"Options in Education" is a radio news program which focuses on issues and developments in education. This transcript of the first show contains discussions of college enrollment, the controversy over standardized testing, hyperactivity in school children, the rash of teacher strikes, and how to become a professional golfer. Participants in the program are John Merrow and Wendy Blair, moderators; Stephen Bailey, American Council on Education; Bernard McKenna and Terry Herndon, National Education Association; David Nolan, Educational Testing Service; August Steinhibler, National School Boards Association; Lonna Naegel, Public Station KSAC; Peter Schrag, author of "The Myth of the Hyperactive Child"; and Susan Stenberg, National Public Radio. (JM)

ED 130 292 CS 203 005

Options in Education, Transcript for November 10, 1975: College Enrollment, Standardized Testing, Hyperactive School Children, Sex Discrimination in Education, Telephone Installation, and Adult Functional Competence.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Basic Skills, Drug Therapy, *Education, Elementary Secondary Education, Enrollment Influences, Functional Illiteracy, Higher Education, Hyperactivity, *Interviews, *News Reporting, *Radio, Scripts, Sex Discrimination, Standardized Tests

Identifiers—Options in Education

"Options in Education" is a radio news program which focuses on issues and developments in education. This transcript of the show contains discussions of college enrollment; standardized testing; hyperactivity in school children, the drugs given to these children, and the biochemical effects of artificial flavors and colors on hyperactive children; sex discrimination in education; learning how to install a telephone (a new job for women); and adult functional competence. Participants in the program are John Merrow and Wendy Blair, moderators; Marshall Smith, National Institute of Education; Margaret Dunkle, Association of American Colleges' Project on

Women; Janice Campbell, telephone installer; Peter Schrag, author of "The Myth of the Hyperactive Child"; Susan Stamberg, National Public Radio; and Ben Feingold, author of "Why Your Child Is Hyperactive." (JM)

ED 130 293 CS 203 006

Options in Education, Transcript for November 17, 1975: School Desegregation, School Bus Drivers, and Parental Participation in the Control of Schools.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Civil Rights, *Education, Elementary Secondary Education, *Interviews, *News Reporting, Parent Participation, *Radio, School Integration, Scripts

Identifiers—Options in Education

"Options in Education" is a radio news program which focuses on issues and developments in education. This transcript of the show contains discussions of civil rights and school desegregation, learning to drive a school bus, and parental participation in the control of schools. Participants in this part of the program are John Merrow and Wendy Blair, moderators; Arthur Fleming, Frankie Freeman, and Peter Holmes, of the United States Civil Rights Commission; Stan Salett, of the National Committee for Citizens in Education; and reporter Connie Goldman. In addition, reporter David Freudberg interviews four people—a gym teacher, a cafeteria worker, a student, and a teacher—at the Horace Mann Middle School in Boston, where desegregation is proceeding smoothly. (JM)

ED 130 294 CS 203 007

Options in Education, Transcript for December 1, 1975: Guaranteed Student Loan Investigation, Child Abuse, Profile of the Experimental and Bilingual Institute, and Learning to Tune a Piano.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Education, Bilingual Education, Child Abuse, *Education, Elementary Secondary Education, Experimental Programs, *Interviews, Investigations, *News Reporting, *Radio, Scripts, Spanish Speaking, Student Loan Programs

Identifiers—Options in Education

"Options in Education" is a radio program which focuses on issues and developments in education. This transcript of the show contains discussions of the guaranteed-student-loan investigation, child abuse, the Experimental and Bilingual Institute in Spanish Harlem, and learning how to tune a piano. Participants in the program include John Merrow and Wendy Blair, moderators; reporter David Ensor and witnesses at recent loan-investigation hearings; Douglas Besharov, from the National Center on Child Abuse and Neglect; Robert Sequin, of the Washington, D.C., Police Youth Division; Sue Besharov, psychiatric social worker; Vincent deFrancis, of the American Humane Association; Annette Ficker, pediatrician; James H. Lincoln, judge; Maryanne Stein, from the Child Advocacy Center in Washington, D.C.; and Rodriguez Lisboa and Santiago Villa Fanye, of the Experimental and Bilingual Institute. (JM)

ED 130 295 CS 203 008

Options in Education, Transcript for December 8, 1975: Private School Desegregation, Community College of Vermont, Child Abuse and Paralegal Worker Education.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bibliographies, Child Abuse, *Education, Elementary Secondary Education, *Interviews, Junior Colleges, Legal Assistants, *News Reporting, Private Schools, *Radio, School Integration, Scripts, Supreme Court Litigation

Identifiers—Options in Education

"Options in Education" is a radio program which focuses on issues and developments in education. This transcript of the show contains discussions of the Supreme Court decision on private-school desegregation, the Community College of Vermont, child abuse, and learning how to be a paralegal worker. Participants in the program include John Merrow and Wendy Blair, moderators; reporter David Ensor; Connie Capistrant, of the National Capitol Area Paralegal Association; Marjorie Walker and Larry Daloz, officials at the Community College of Vermont; and experts on child abuse. A bibliography of available source material on child abuse is included. (JM)

ED 130 296 CS 203 009

Options in Education, Transcript for December 15, 1975: Learning How to Be Santa Claus; and Financial Status of Public School Districts in California, Washington, Wisconsin, Ohio, and Maryland.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Education, Educational Finance, Elementary Secondary Education, Financial Problems, *Interviews, *News Reporting, *Radio, School Districts, Scripts

Identifiers—Options in Education

"Options in Education" is a radio program which focuses on issues and developments in education. This transcript of the show contains discussions on learning how to be Santa Claus and on the financial status of public school districts in Compton and Beverly Hills, California; Seattle, Washington; Columbus, Ohio; Madison, Wisconsin; and Montgomery County, Maryland. Participants in the program include John Merrow and Wendy Blair, moderators; John Ryor, of the National Education Association; reporter Connie Goldman; and representatives from the various school districts. (JM)

ED 130 297 CS 203 010

Options in Education, Transcript for December 22, 1975: College and Alumni Relations, Educational Fund Raising, Community Involvement in School Administration, Public Doublespeak, and Education to Be a Bartender.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Alumni, Colleges, *Education, Higher Education, *Interviews, *News Reporting, Parent Participation, *Radio, School Safety, Scripts, Student Teacher Ratio, Teacher Dismissal, Traffic Safety

Identifiers—Options in Education, Public Doublespeak

"Options in Education" is a radio program which focuses on issues and developments in education. This transcript of the show contains discussions of college and alumni relations, educational fund raising, parental influence on such school-related matters as cuts in teaching staff and proximity of freeways, doublespeak in the classroom, and learning how to be a bartender. Participants in the program include John Merrow and Wendy Blair, moderators; George Colton, vice president of development and alumni relations at Dartmouth College; Kerry McClanahan, of the Council for Advancement and Support of Education; members of the Freeway Action for Children's Environment and Safety group; Ernie Page, of the Public Doublespeak Committee of the National Council of Teachers of English; re-

porter Connie Goldman; and bartender Tito Crespo. (JM)

ED 130 298 CS 203 011

Options in Education, Transcript for February 2, 1976: Individually Guided Education, Creative Playacting, and Women in Education.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Careers, Creative Dramatics, *Education, Elementary Secondary Education, Individualized Instruction, *Interviews, *News Reporting, *Radio, Scripts, Sex Role, Sex Stereotypes, Teaching Methods, Womens Education

Identifiers—Options in Education

"Options in Education" is a radio news program which focuses on issues and developments in education. This transcript contains discussions of Individually Guided Education, a program which was developed at the University of Wisconsin Research & Development Center; creative playacting; women in education, including children's perceptions of women and their roles (first of a series); responses to a previous program concerning alumni contributions; and education news highlights. Participants in the program are John Merrow and Wendy Blair, moderators; Louis Romano; Dan Lockwood; Isabel Burger, of the Children's Theatre Association; Eric Saunders; and Selma Greenberg. (JM)

ED 130 299 CS 203 012

Options in Education, Transcript for February 9, 1976: Federal Money for Higher Education; California High School Proficiency Test; College Students' Writing Problems; Columbus, Ohio Arts Impact Program; and Women in Education.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Composition Skills (Literary), *Education, Elementary Secondary Education, Federal Aid, Higher Education, *Interviews, *News Reporting, *Radio, Scripts, Sex Role, Sex Stereotypes, Testing Programs, Womens Education

Identifiers—Options in Education

"Options in Education" is a radio news program which focuses on issues and developments in education. This transcript contains discussions of federal money for colleges and universities; the high school proficiency test in California; the writing problems of college students; letters from listeners about schooling and jobs; the Arts Impact program in Columbus, Ohio; and women in education, including facts about Martha Washington and nonsexist classroom techniques. Participants in the program include John Merrow and Wendy Blair, moderators; Harold Howe II, of the Ford Foundation; reporters Rose Tobin, Gary Gottschalk, and Jennifer Alt; Gloria Rapinchuk; Merle Levine; and Janice Earle. (JM)

ED 130 300 CS 203 013

Options in Education, Transcript for February 16, 1976: National Commitment to Equal Rights & Equal Educational Opportunity, Racial Conflict in the Classroom, Setting Up a Publishing Business, and Women in Education (Mathematics and Sex).

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Civil Rights, Classroom Communication, *Education, Elementary Secondary Education, Higher Education, *Interviews, Mathematics, *News Reporting, Publishing Industry, Racial Discrimination, *Radio, Scripts, Womens Education

Identifiers—Options in Education

"Options in Education" is a radio news program which focuses on issues and developments in education. This transcript contains discussions of the national commitment to desegregated education, racial conflict in the classroom, learning how to set up a publishing business, women in education (mathematics and sex) and education news highlights. Participants in the program include John Merrow and Wendy Blair, moderators; Nathaniel Jones, of the NAACP; students Nan Parati and Belinda Shivers; Ernest Green, of the Recruitment and Training Program, Inc.; author Jonathon Kozol; Julia and Frank Markus; John Ernest; and Sheila Tobias. (JM)

ED 130 301 CS 203 014

Options in Education, Transcript for February 23, 1976: Conflict in Theory, Conflict in Research, and Conflict in Practice.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 76

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administration, Basic Skills, *Education, Elementary Secondary Education, Energy Conservation, *Interviews, Marihuana, *News Reporting, Racism, *Radio, School Integration, Scripts, Sexuality, Teaching Methods, Womens Education, Youth Programs

Identifiers—Options in Education

"Options in Education" is a radio news program which focuses on issues and developments in education. This transcript contains discussions of conflict in theory—education in America, difficulties in dramatizing today's racism, and children's relationships in a predominately black school; conflict in research—marijuana and sexual response, teaching basic skills through drama, and an energy conservation, youth training program; and conflict in practice—women in education and preparing women for administrative advancement. Participants in the program include John Merrow and Wendy Blair, moderators; author Jonathon Kozol; Kenneth B. Clark; Gretchen Schafft; Harris Rubin; Virgil Harwood; Joe Janetti; and Virginia Nordin. (JM)

ED 130 302 CS 203 015

Options in Education, Transcript for March 1, 1976: Art in the Schools, Learning to Speak Properly, Music, Project Zero, Art as Core, and Math Can Be Fun.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 76

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Art Education, *Education, Elementary Secondary Education, *Interviews, Mathematics, Music, *News Reporting, Poetry, *Radio, Scripts, Speech Instruction, Standard Spoken Usage, Teaching Methods

Identifiers—Options in Education

"Options in Education" is a radio news program which focuses on issues and developments in education. This transcript contains discussions of the arts in education—poetry, music, and art; learning to speak properly; the separation of speech and writing; music education; teaching children about art; and a pilot television program which teaches math skills. Participants in the program include John Merrow and Wendy Blair, moderators; Connie Goldman; Stanley Kiesler; Victor Dribe; Conrad Stawski; Winnifred Horner; Leo T. Burley; Howard Gardner; Ellsworth Erikson; and Jesus Torvino. (JM)

ED 130 303 CS 203 016

Options in Education, Transcript for March 8, 1976: Parent Tutors, Feminization of the Teaching Profession, Test Score Controversy, and Busing.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 76

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bus Transportation, *Education, Elementary Secondary Education, Higher Education, Integration Methods, *Interviews, *News Reporting, Parent Participation, Political Issues, *Radio, Scripts, Social Sciences, Test Interpretation, Tutors, Women Professors, Women Teachers

Identifiers—Options in Education

"Options in Education" is a radio news program which focuses on issues and developments in education. This transcript contains discussions of volunteer parent tutors in a junior high school, the feminization of the teaching profession, the test score controversy, busing as an issue in the political primaries, and busing and the role of the social scientist. Participants in the program include John Merrow and Wendy Blair, moderators; parents, students, and faculty of Eisenhower Junior High School in Laurel, Maryland; reporters Kathy Lewis and David Ensor; Maxine Seller; Gail Kelley; Marshall Smith, of the National Institute of Education; Pat Caddell; Ben Wattenberg; Mark Shields; James M. Coleman; and Kenneth B. Clark. (JM)

ED 130 304 CS 203 017

Options in Education, Transcript for March 29, 1976: Learning to File Your Income Tax, Decline of the Use of the Slide Rule in Classrooms, Consumer Education for Children, Third Graders and Elementary Economics, and State and Federal Roles in Educational Funding.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 76

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Calculation, Consumer Education, Economics, *Education, Electronic Equipment, Elementary Secondary Education, Grade 3, Higher Education, Income, *Interviews, *News Reporting, *Radio, Scripts, State Federal Aid, Taxes

Identifiers—Options in Education

"Options in Education" is a radio news program which focuses on issues and developments in education. This transcript contains discussions of learning how to file your income tax; the use of mini-electronic calculators by high school and college students; consumer education for children; third graders and elementary economics; and the funding of education—the federal and state roles. Participants in the program include John Merrow and Wendy Blair, moderators; Barry Mailer; reporters Karen Sughue, David Zarnow, Mike McKesson, and Dave Miles; Doris Hadari; Goodman Ace; Timothy Little and William Joyce; George Vredevelde; Peggy Poe; Jackie Rice; Paul Saltman; Phillip Austin, of the Department of Health, Education, and Welfare; and Trevor Colburn. (JM)

ED 130 305 CS 203 018

Options in Education, Transcript for April 5, 1976: Review of "The Night Is Dark & I Am Far from Home," The "Voucher" System, and California Early Childhood Education Plan & "Reform for Intermediate & Secondary Education" Report.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 76

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Early Childhood Education, *Education, Educational Change, Educational Theories, Education Vouchers, Elementary Secondary Education, Higher Education, *Interviews, *News Reporting, *Radio, Scripts

Identifiers—Options in Education

"Options in Education" is a radio news program which focuses on issues and developments in education. This transcript contains discussions of Jonathon Kozol's book "The Night Is Dark and I Am Far from Home," the voucher system in education, and California's early education plan and "Reform for Intermediate and Secondary Education" report. Participants in the program include John Merrow and Wendy Blair, moderators; Donald Bigelow; David Tyack; David Mandel and Robert Cunningham, of the National In-

stitute of Education; Wilson Riles; and reporter David Ensor. (JM)

ED 130 306 CS 203 019

Options in Education, Transcript for April 12, 1976: Review of "Simple Justice," Writing Seminars for Judges and Lawyers, The Teaching of Writing, Visual Literacy, Teacher Internships, System of Interactive Guidance, Changing Jobs, and PKU Children.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 76

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Careers, Composition Skills (Literary), *Education, Elementary Secondary Education, *Interviews, Law Instruction, *News Reporting, Occupational Guidance, Pictorial Stimuli, *Radio, Scripts, Teacher Interns

Identifiers—Options in Education

"Options in Education" is a radio news program which focuses on issues and developments in education. This transcript contains discussions of the book "Simple Justice" by Richard Kluger; writing seminars for judges and lawyers, held by the American Academy of Judicial Education; the teaching of writing; visual literacy—picture words; teacher internships; SIGI—the System of Interactive Guidance Information; changing jobs; and the PKU birth defect. Participants in the program include John Merrow and Wendy Blair, moderators; Donald Bigelow; Ronald Goldfarb, of the American Academy of Judicial Education; Richard Lloyd-Jones; John Dibbs, of the International Visual Literacy Association; Leland Dean; Arthur Krohler, of the Educational Testing Service; Susan Thomas; and Joe and Janelle Rear-don. (JM)

ED 130 307 CS 203 020

Options in Education, Transcript for April 19, 1976: What History Textbooks Omit, Review of "Schooling in Capitalistic America," Liberal Parents/Radical Children, Catholic Education, Kitchen Experiments and "Sesame Street."

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 76

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Catholic Schools, *Education, Educational Television, Elementary Secondary Education, Higher Education, History Textbooks, *Interviews, *News Reporting, Parent Child Relationship, Political Attitudes, *Radio, Scripts

Identifiers—Options in Education

"Options in Education" is a radio news program which focuses on issues and developments in education. This transcript contains discussions of things that history textbooks leave out; a review of "Schooling in Capitalistic America" by Samuel Bowles and Herbert Gintis; liberal parents and radical children—what happened in the 1960s; Catholic education; two monologues by poet Keith Gunderson; games and experiments, as well as recipes, for children in the kitchen; and "Sesame Street." Participants in the program include John Merrow and Wendy Blair, moderators; Howard Zinn; Donald Bigelow; Midge Decter; John Powers; Keith Gunderson; Sara Bonnett Stein; and Gerald Lesser. (JM)

ED 130 308 CS 203 021

Options in Education, Transcript: Fantasy Magazine, Program No. 33.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 76

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Children, *Childrens Literature, Creativity, *Education, Elementary Secondary Education, *Fantasy, *Interviews, *News Reporting, *Radio, Scripts, Tales

Identifiers—*Fairy Tales, Options in Education

"Options in Education" is a radio news program which focuses on issues and developments in education. This transcript contains discussions with Bruno Bettelheim on the importance of fairy tales for children, with Frank Williams on tensions in children when they try to create, and with Donald Bigelow on "Loudmouse" by Richard Wilbur, "Me" by William Saroyan, and "9 Magic Wishes" by Shirley Jackson. The program also includes "Death Knocks Twice" a melodrama produced by Lise Gerard, a senior in high school, and a free-form poem about a trip to Disneyland by Garla Olivia Alcorn. John Morrow and Wendy Blair are moderators. (JM)

ED 130 309 CS 203 022
O'Donnell, Roy C.

Perceptual Features, Semantic Roles, and Acquisition of Syntax. Report No. 28.

Georgia Univ., Athens. Dept. of Language Education.

Pub Date Nov 76

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Child Language, Early Childhood, *Language Development, Psycholinguistics, *Semantics, Sentence Structure, *Syntax, Transformation Theory (Language)
Identifiers—Chafe (Wallace), Clark (Herbert), Fillmore (Charles)

The relationships between a child's perceptual space and the acquisition of language are discussed in light of the work of Clark, Fillmore, and Chafe. Early language is analyzed as a semantic structure where linguistic ties are established between semantic features and inherent and relational perceptual features. Of these, it is the relational features which provide the basis for identification of semantic role, which in turn provides the substructure for the construction of a syntactic system. (AA)

ED 130 310 CS 203 023
Little, Graham

Form and Function in the Written Language of Sixteen Year Olds.

Pub Date 75

Note—147p.; M.Ed. Thesis, University of New South Wales

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Composition Skills (Literary), Educational Research, Expository Writing, *Language Development, *Language Styles, Masters Theses, Narration, Secondary Education, *Syntax, *Written Language
Identifiers—Australia

Recording, narrative, exposition, and argument were hypothesized to present writing tasks of increasing cognitive and verbal complexity. This was investigated by obtaining writing samples in each mode from a stratified sample of 128 Australian sixteen year olds. The cognitive-complexity hypothesis was supported by data concerning the relative discriminative power of the four tasks, as reflected in the correlation between judges, the correlation between task scores and examination results, and the difference in performance of more and less advanced pupils as assessed by their schools. The verbal-complexity hypothesis was supported by significant differences among the tasks on words per phrase, phrases per clause, and clauses per sentence. The more advanced pupils showed greater flexibility in patterns of language use than did the less advanced pupils. (Author/AA)

ED 130 311 CS 203 024
Nilsen, Don L.F.

Recursiveness and Deletion in English: Two Countervailing Forces.

Pub Date 76

Note—8p.; Paper presented at the Annual Meeting of the Rocky Mountain Modern Language Association (30th, Santa Fe, New Mexico, October 21-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Connected Discourse, *Discourse Analysis, English, Sentence Structure, *Syntax, *Transformation Generative Grammar, *Transformation Theory (Language)
Identifiers—*Chomsky (Noam)

The notions of recursiveness and deletion are discussed in the context of Chomsky's presentations of transformational grammar in "Syntactic Structures" and in the later work, "Aspects of the Theory of Syntax." After consideration of word-recursion, coordinate-clause recursion, and

subordinate-clause recursion, extensions to discourse analysis are suggested. (AA)

ED 130 312 CS 203 025
Expressive Writing: Selected Results From the

Second National Assessment of Writing.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—WR-05-W-02

Pub Date Nov 76

Contract—OEC-0-74-0506

Note—60p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Write for Price)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Academic Achievement, Age Differences, Composition (Literary), *Composition Skills (Literary), Creative Writing, Educational Assessment, Educational Research, Elementary Secondary Education, Ethnic Groups, *Expressive Language, National Surveys, Sex Differences, Socioeconomic Influences
Identifiers—*Expressive Writing, NAEP, *National Assessment of Educational Progress

Three expressive writing tasks from the 1974 national assessment of writing are summarized and discussed in this report. Results indicated that for a majority of students, first-draft expressive writing is unstructured and lacking in coherence. The tendency to integrate feelings and to organize them in coherent expressions develops between the ages of 9 and 13, with some further development between 13 and 17. The proportions of good, expressive papers written by females, by students whose parents have post-high school education, and by students from relatively affluent communities are greater than the proportions for males, blacks, children of the poorly educated, and children who live in relatively impoverished areas. The capacity to enter into an imaginary situation with a controlled and consistent point of view grows steadily with age, though even at age 17 almost half the students are unable to do this competently. Sample papers and a copy of the revised National Assessment of Educational Progress writing objectives are also included in this report. (Author/AA)

ED 130 313 CS 203 026
Kleiner, Elaine L.

Value and Structure: The Seamless Web of Literary Excellence.

Pub Date 76

Note—6p.; Paper presented at the Annual Meeting of the Midwest Modern Language Association (18th, St. Louis, Missouri, November 4-6, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Critical Reading, *Evaluation Criteria, Higher Education, *Literary Analysis, Literary Criticism, *Literature, Theories, *Values

The perception of literary value is a function of the reader's interpretation of literary structures in relation to other creative works in that reader's repertoire and of the "deep structure" of literary imagination within the individual unconscious. This critical model suggests, therefore, that unique experiences with literature and with life determine the framework from which readers make assessments of literary worth. (KS)

ED 130 314 CS 203 027
Merchant, Frank

Existential Grammar for Composition.

Pub Date 76

Note—19p.; Paper presented at the Kentucky Interdisciplinary Conference on Linguistics (Richmond, Kentucky, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Composition (Literary), *Composition Skills (Literary), Deep Structure, *English Instruction, *Grammar, Higher Education, Linguistics, Secondary Education, Traditional Grammar

The teaching of grammar has been in sad decline since medieval times, when it included the whole skill of creating in language. Our textbook community has moved through a series of ineffective fashions, from those of Fries to post-Chomsky. All have presumed to replace prescriptive rules with realistic explanations. But all have fallen, like the worst of traditional grammar, into

abstraction. Instead of adhering to pedagogical and theoretical faddism, the teacher of composition needs to formulate practical standards for the effective expression of our language. The use of the language is best studied in, and through, writing. A practical study of grammatical practice needs to be both historical and literary. In stylistics or rhetoric, the larger grammar needs to be existential: not a system in itself but an aid to making judgments about expressive, often traditionally ordered, variables. (Author/JM)

ED 130 315 CS 203 028
LaRocque, Geraldine E.

There's Nothing New under the Sun.

Pub Date 76

Note—11p.; Paper presented at the Annual Meeting of the Conference on English Education (Milwaukee, Wisconsin, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Philosophy, *Educational Practice, *Educational Theories, *English Education, Higher Education, Interdisciplinary Approach, Methods Courses, Research Needs, *Teacher Education

The attempt to unite theory and practice in the education of English teachers has taken many forms: courses in which theoreticians attempt to illuminate the practice of professional teachers or student teachers; situations in which teacher-education faculty cooperate with teachers, student teachers, and the community, in order to make programs more responsive to community needs; and instruction in which school-based apprenticeship is stressed. Until research can provide a firm base for the structure and content of methods courses, professionals must rely on their own judgment as to the placement of emphasis. An adaptation of Lee J. Cronbach's research paradigm, used at the University of Northern Iowa, Cedar Falls, maximizes the transfer of educational theory into teaching practice. English education majors, exposed to the practical experience of student teaching, are also provided with the opportunity to discuss the teaching encounter on a theoretical level, within a classroom setting. Plans for a future course, which will combine the disciplines of English education and educational psychology, are also outlined. (KS)

ED 130 316 CS 203 029
Hartman, Maryann

A Descriptive Study of the Language of Men and Women Born in Maine around 1900 As It Reflects the Lakoff Hypotheses in "Language and Women's Place."

Pub Date 76

Note—14p.; Paper presented at the Annual Meeting of the Conference on the Sociology of the Languages of American Women (Las Cruces, New Mexico, January 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Descriptive Linguistics, Language Research, *Language Styles, *Language Usage, Language Variation, *Older Adults, Sex Differences, *Sex Stereotypes, *Womens Studies
Identifiers—*Lakoff (Robin), Maine

The conversational language of 28 men and women born in Maine around the beginning of this century is described and analyzed as it relates to Lakoff's hypotheses in "Language and Women's Place." Transcripts were gathered by students as part of an interdisciplinary course, Women of Maine. Results indicated that there is a traditional language used by women which is more "evaluative-flowery," more polite, more tentative, and more qualified than the language used by men. Some of the women interviewed resorted to a stilted, neutral language. The men interviewed spoke in absolutes, without qualifiers and with few tag questions. The fact that language reflects women's place in society was manifest not so much in word choice as in calls for validation, the use of qualifiers, and the attitude that women's work outside the home is less important than men's. The traditional language used to talk about women defined women and their expected role; the traditional language used by women reinforced these definitions. These two factors seemed to result in a low self-concept which may be part of the accepted image and role of women born in Maine around 1900. (Author/AA)

ED 130 317 CS 203 030
Campbell, Jeff H.

When the Omlucker Agrally Glyphed Up: An Inductive Approach to Grammar [Using a Nonsense Game to Introduce Grammar Concepts at the College Level].

Pub Date 76
Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Basic Skills, *Classroom Games, *Educational Games, *English Instruction, *Grammar, Higher Education, *Language Usage, Structural Grammar, Teaching Techniques

Recognition that students at Midwestern State University, Texas, lacked a basic level of linguistic skills prompted an inductive approach to the teaching of grammar, in which nonsense words were used to introduce concepts of English usage. Working in small groups, students arranged the nonsense words to form sentences which "sound[ed] like English." Class examination of the sentences revealed some of the more obvious rules of English construction: that determiners precede nouns, that words ending in "ed" indicate either past-tense verbs or adjectives, that sentences require tense consistency, that function words are vital, and so on. (KS)

ED 130 318 CS 203 031

Bleich, David

Epistemology and Pedagogy in the Study of Language and Literature.

Pub Date [76]

Note—28p.; Unpublished report prepared at Indiana University

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Child Language, Developmental Stages, *Language Research, *Literary Criticism, Literature Appreciation, Models, Philosophy, *Research Methodology

Identifiers—*Subjective Criticism

Limitations of the traditional epistemological orientation toward an "objective paradigm" are discussed, and an alternative "subjective paradigm" is proposed which holds that knowledge is synthesized by the knower, pursuant to his or her own motives. Implications of this view are drawn for the study of language, including problems of early language acquisition. The psychology of reading and response is conceptualized in a way similar to the psychology of language acquisition and is related to various developmental stages. Because language use, literary response, and interpretation are seen as always motivated rather than motiveless, studies which screen out "irrelevant" motives and other emotional factors are seen to create new motives for language use and literary response, replacing the ones of primary interest: those attached to normal speech and reading contexts. The rationale for subjective criticism and its pedagogical implications are also discussed. (AA)

ED 130 319 CS 203 032

Hoover, Regina M.

Towards More Painless Grammar.

Pub Date 76

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (27th, Philadelphia, March 25-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Basic Skills, College Freshmen, *Composition Skills (Literary), *Grammar, Higher Education, Individualized Instruction, Teaching Techniques, *Writing Skills

Teaching grammar to freshman composition students can be accomplished without turning the class into a remedial course or expending an undue amount of either student or teacher energy. Before grammar can have meaning for students, however, writing itself must become important to them. The teaching of the mechanics of language, therefore, should take place within the context of students' compositions. Six "minigrammars," or self-instructional units, are designed to help students achieve a working knowledge of the following: subject and verb identification; proper verb forms and tense shifting; sentence fragments and run-on sentences; pronouns; sentence logic, including misplaced modifiers; and elementary matters of style, principally sentence combining. (KS)

ED 130 320 CS 203 033
Nakadate, Neil

The Decomposition of the Liberal Arts, the Liberalization of Composition, and an Alternative Course.

Pub Date 76

Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (27th, Philadelphia, March 25-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Composition Skills (Literary), *Educational Needs, Educational Philosophy, *English Education, Higher Education, *Humanities Instruction, Liberal Arts, Writing Skills

At the college level, teachers of composition and teachers of literature have, with regard to educational goals and philosophy, been drifting apart for years. All too often, basic literature courses and combined literature and composition courses, as well as humanities instruction in general, have fallen prey to popularization. Teachers must realize that contemporary literature exists within the context of past literary works and must teach accordingly. The teaching of writing, the act which both groups hold in common, must also be stressed. (KS)

ED 130 321 CS 203 034

Walker, Joseph H., III

Newspaper Advertising and the First Amendment: The Commercial Speech Doctrine.

Pub Date 76

Note—43p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-Aug. 4, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Censorship, *Freedom of Speech, Higher Education, Legal Problems, *Newspapers, *Publicize, *Supreme Court Litigation

Identifiers—*First Amendment

The purpose of this paper is to help identify newspaper advertisements which fall under the protection of the First Amendment. Although the Supreme Court declared in 1942 that advertisements which propose a purely commercial transaction were not protected by the First Amendment, in 1976 it decided that commercial expression, like other forms of expression, is not wholly without the right to freedom of speech and press. Newspaper advertisements are, however, still subject to restrictions of time, place, and manner of publication. Certain types of advertisement (such as that by doctors, lawyers, etc.), misleading advertisements, advertisements which propose illegal transactions, and obscene or inherently offensive materials are also prohibited. (Author/KS)

ED 130 322 CS 203 036

Shaw, Whitney R.

Revenue, Costs and Net Income of 13 Publicly Owned Newspaper Companies 1971-1974.

Pub Date 76

Note—45p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Costs, Economic Factors, *Economic Status, Financial Policy, Fiscal Capacity, *Income, *Newspapers, Productivity, *Public Support, *Publishing Industry

Identifiers—*Ownership

Increasing public ownership of United States daily newspaper companies is an important trend in modern journalism. Since it is impossible to grasp the essence of daily newspapers without understanding their unique economic principles, this study draws data from the yearly financial reports (1971-1974) of 13 publicly owned publishing companies which are used by newspaper executives and analysts as industry indicators. The three major components in a company's financial statement—revenue, costs, and net income—all increased throughout the period. Strongest economic conditions were evident in the first two years studied. Costs escalated throughout the period, with newspaper companies trying to reduce expenses whenever possible. In many cases, advertising and circulation-rate increases enabled newspaper companies to increase revenue and to offset rising costs. As a group,

newspaper companies are highly profitable, with profit margins outpacing the return on sales at all newspapers. Publicly owned newspaper companies are surviving a weak national economy better than is industry in general, and they can expect to do well in the future. (Author/JM)

ED 130 323 CS 203 037

Lewis, Cherie

Coverage of the Rosenberg Case: May 20-June 22, 1953.

Pub Date 76

Note—58p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Bias, Headlines, Journalism, Media Research, *Newspapers, *News Reporting, Reports

Identifiers—*News Writing, *Rosenberg Case

This study examines the coverage of the Rosenberg case in the "New York Times," "Chicago Tribune," and the "New Orleans Times-Picayune," from 20 May until 22 June 1953, the month prior to the execution. These three major metropolitan dailies represent different geographical areas and political orientations. It was hypothesized that bias was shown in the use of inflammatory headlines, anticommunist labels, and stereotypes; the lack of coverage of actions by defense attorney Bloch; and the more frequent reference to government officials and prosecuting attorneys than to defense attorneys and Rosenberg supporters. The study found that all three newspapers reflected some anticommunist bias, the "New York Times" most subtly. The "Chicago Tribune" made much use of labels and inflammatory headlines, appearing to reflect the strongest bias of the three papers. The "New Orleans Times-Picayune" obtained most of its material from the wire services; little bias was reflected in its news stories. The study concludes that journalists did reflect the biases of their day in the coverage of the Rosenberg case. (Author/JM)

ED 130 324 CS 203 038

Dunwoody, Sharon

Criteria Utilized by College-Educated Women to Select Newspaper Science News.

Pub Date 76

Note—37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*College Graduates, Community Surveys, *Criteria, *Females, *Newspapers, News Reporting, Reading Interests, *Reading Material Selection, *Sciences

Identifiers—Pennsylvania (Philadelphia)

In an attempt to identify criteria used by readers to select science news, a homogeneous group of women in the Philadelphia area was asked to indicate which of 48 science-news statements they would be interested in reading in their newspapers. The statements were condensed from stories selected from Philadelphia newspapers over a six-and-a-half-month period. Each statement contained a combination of two factors: content in one of four categories (biomedicine/health and disease, biomedicine/policy, physical sciences/research and application, and physical sciences/policy) and emphasis on one of four content-free categories (conflict, impact, prominence, and proximity). A total of 200 questionnaires was mailed, of which 128 were returned in usable form. Factor analysis of responses indicated that respondents based their preferences for newspaper science news primarily on content, with content-free criteria apparently serving as secondary bases for selection. Such results suggest that reader preferences for news are probably based on complex mixtures of criteria rather than on just content or content-free components, as some earlier studies suggest. (Author/JM)

ED 130 325 CS 203 039

Brandt, Michael T. Preston, Ivan L.

The Federal Trade Commission's Use of Evidence to Determine Deception.

Pub Date 76

Note—21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Consumer Education, *Consumer Protection, *Decision Making, Merchandise Information, *Publicize, Purchasing

Identifiers—*Federal Trade Commission, FTC
In order to determine the evidence upon which the Federal Trade Commission decides that an advertisement or other sales representation has the capacity or tendency to deceive, a census was conducted of the 3,337 cases in which such decisions have been made from 1916 through 1973. Findings showed that, of 22 categories of evidence, the three most frequently used categories were from the internal-commission evidence category—87.2% of the decisions used evidence from that category only. Data also show trends toward using evidence from outside sources; consumer testimony and surveys have been relied upon in more than half of the cases in the 1970s. (JM)

ED 130 326

CS 203 040

Walden, Ruth

Newspaper Failure: An Elusive Concept.

Pub Date 76

Note—25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Federal Court Litigation, Higher Education, Legal Problems, *Legislation, *Mergers, *Newspapers, *Publishing Industry
Identifiers—*Antitrust Laws, *Newspaper Preservation Act

This study explores the antecedents of the Newspaper Preservation Act of 1970 (a provision which allowed for limited exemption from federal antitrust laws), including the case of "United States vs. Citizen Publishing Company" and the failing-company doctrine as enunciated in "International Shoe Company vs. Federal Trade Commission" and as applied in the Citizen Publishing case. Congress's meaning of the term "failing newspaper" is analyzed through a study of congressional records and the Bank Merger Act of 1966. Finally, the limited application and interpretation that the act has undergone since its passage are studied with the goal of locating criteria for defining newspaper failure. The study concludes that the Newspaper Preservation Act was a congressional effort to reverse the court decisions in the Citizen Publishing Case and to protect from Justice Department prosecution other newspapers engaged in joint arrangements. While the Justice Department has adopted regulations for administering the act, no guidelines to the meaning of newspaper failure have been developed. (Author/KS)

ED 130 327

CS 203 041

Watkins, John J.

Access to Information: Special Status for the Press under the FOIA?

Pub Date 76

Note—31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Constitutional Law, *Federal Legislation, Higher Education, *Information Dissemination, Legal Problems, *News Media, News Reporting, Public Policy
Identifiers—*Freedom of Information Act, *Public Access

This paper focuses on the federal Freedom of Information Act (FOIA) and analyzes the possibilities for interpretation or amendment of the act in order to secure preferential treatment for the press, with regard to access to information. After briefly examining the manner in which special-access claims have been treated by the courts, the paper considers the implications of the release of information "in the public interest." Suggested amendments to the act include making documents available to the press without charge (thus eliminating agency discretion in the matter); awarding attorney fees and other litigation costs when the press's case prevails in an FOIA suit, with the cost to be borne by the recalcitrant agency; shortening the time during which agencies must act on requests for information; and treating the press differently than other requestors. Overall, however, interpretation of the FOIA to afford special status to the press seems unlikely on any large scale. Amendment of the act to achieve such ends is equally unlikely,

since the FOIA was overhauled in 1974, with the needs of the press in mind. In any case, constitutional recognition of a right of special press access is preferable to any statutory privilege. (Author/KS)

ED 130 328

CS 203 044

Cohodas, Nadine

Collision of the First and Sixth Amendments: Direct Restraints vs. Alternative Remedies. An Update.

Pub Date 76

Note—40p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Censorship, Court Doctrine, *Court Role, Courts, *Criminal Law, *Freedom of Speech, Higher Education, *Journalism, Legal Problems, Supreme Court Litigation

Identifiers—*Fair Trials, *Free Press

The clash between the First and Sixth Amendments continues to be a major concern for both journalists and the courts. This paper reviews the major cases in the evolution of the "fair trial/free press" controversy from the "Irvin vs. Dowd" decision in 1961 to the Blackmun decision in 1975. The attempt is made to answer the question of when, and if, direct restraint of the press is necessary in a criminal proceeding; alternatives to this course, which can ensure protection of both First and Sixth Amendment rights, are examined. The analysis concludes with the recommendation of an unrestrained press in coverage of criminal trials, with the right to pursue information regardless of restrictions placed on sources. Control of sources within the criminal judicial system is advocated. Protecting individual rights under both constitutional provisions is, however, perceived as the responsibility of both the press and the judicial system. (Author/KS)

ED 130 329

CS 203 046

Assessing Pupil Progress in English.

Baltimore County Board of Education, Towson, Md.

Pub Date 76

Note—246p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Diagnostic Tests, Educational Assessment, *English Instruction, *Grading, *Measurement Techniques, Secondary Education, *Student Evaluation, *Test Interpretation, *Tests

As a conclusion to a cycle of English-curriculum development, this bulletin suggests methods and procedures for measuring pupil progress toward the achievement of goals emphasized in previous bulletins. Separate sections deal, in turn, with the place of assessment in the instructional program, types of assessment devices and techniques, assessment of specific goals, preparing teacher-made tests, standardized tests, and grading practices. Appendixes present diagnostic tests in writing, reading, and language. (AA)

ED 130 330

CS 203 047

Aquino, John

Film in the Language Arts Class. Developments in Classroom Instruction.

National Education Association, Washington, D.C.

Pub Date 77

Note—53p.

Available from—NEA Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 1811-7-00, \$2.50 paper, \$5.00 cloth)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Film Criticism, *Films, Film Study, *Language Arts, *Literature Appreciation, Secondary Education, Teaching Methods

In this booklet, the author discusses the ways in which film may be used to extend and enrich the study of literature and explores the rhetoric of film—how it uses visual symbols, similes, and other metaphors to give depth to its content, and how it can broaden characterization and emphasize the symbolic and aesthetic highlights of setting in sequences that last only seconds. Topics of chapters are film and literature, films to extend or compare with works of literature, films as illustrations of literary techniques, and films in-

stead of novels. A list of references, an annotated bibliography, and a bibliography are included. (JM)

ED 130 331

CS 203 048

Balachandran, Sarojini

Employee Communication: A Bibliography.

American Business Communication Association, Urbana, Ill.

Pub Date Aug 76

Note—55p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Bibliographies, *Communication (Thought Transfer), Employee Attitudes, Employees, *Employer Employee Relationship, Motivation, *Organizational Communication, Personnel Management, Training

This partially annotated bibliography of several hundred items includes material published since 1965. Entries are listed alphabetically by author. The following subject headings were used in the literature search for this bibliography: communication in management, communication in personnel management, reports to employees, attitude surveys, employee publications, bulletin boards, employee evaluation and ratings, and employee motivation and training. (JM)

ED 130 332

CS 203 052

Huntley, Renee M., Ed.

What's REALLY Basic in Language Arts? A Report on ACT's 1976 Invitational Language Arts Conference.

American Coll. Testing Program, Iowa City, Iowa.

Note—91p.

Available from—Dr. Richard L. Ferguson, Vice President of Research and Development, ACT, P.O. Box 168, Iowa City, Iowa 52240 (Write for price)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Basic Skills, *Composition Skills (Literary), Conference Reports, *Educational Assessment, *English Instruction, English Programs, Higher Education, *Language Arts, *Language Development, Secondary Education, Testing

As part of a review of emphases in high school and college language-arts curricula, the American College Testing Program sponsored an invitational language-arts conference at its national office, in February 1976. The eight conference participants were selected to represent various fields of specialization and several institutional affiliations. From their various perspectives emerged a consensus that provides an overview of the domain of the language arts and that enumerates the skills essential to success in college writing experiences. Tackling the distinction between the traditional "basics" and other goals that have more to do with intellectual competence suggests some guidelines for defining "basic skills," for assigning classroom priorities, and for assessing language. The report includes summaries of the responses of the eight participants to detailed questionnaires about goals and processes in the language arts, as well as the texts of position papers prepared by each participant. (AA)

ED 130 333

CS 203 053

SLATE (Support for Learning and Teaching of English). Volume 1.

National Council of Teachers of English, Urbana, Ill.

Pub Date 76

Note—19p.; Newsletter Nos. 1 through 8

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Basic Skills, *Censorship, *Composition (Literary), Elementary Secondary Education, *English Instruction, Grammar, Language Usage, *Literacy, Newsletters, *Reading Instruction, Spelling

These newsletters, produced during the first year of activity of a special committee of the National Council of Teachers of English, focus on the back-to-the-basics movement as it affects the teaching of English. The first newsletter describes the establishment of SLATE as an action wing of the council. The other seven deal in turn with specific issues: literacy, grammar and usage, composition, censorship of instructional materials, language and dialect, spelling, and reading. Each begins with a statement of the issues, continues with a summary of professional viewpoints, suggests strategies for action, and includes a brief list of further resources. (AA)

ED 130 334 CS 501 503

Allen, R. R., Ed. Brown, Kenneth L., Ed.
Developing Communication Competence in Children: A Report of the Speech Communication Association's National Project on Speech Communication Competencies.

Speech Communication Association, Falls Church, Va.

Spons Agency—Axe-Houghton Foundation, New York, N.Y.

Pub Date 76

Note—341p.

Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 (\$7.75 paper); National Textbook Co., 8259 Niles Center Rd., Skokie, Illinois 60076 (\$7.75 paper)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), *Communication Skills, Conference Reports, Early Childhood Education, Elementary Secondary Education, *Skill Development, *Speech Education, *Speech Instruction, *Speech Skills

The primary purpose of the project documented in this volume was to identify the most fruitful directions for the development of speech communication instruction in the schools. The contents reflect the two phases of the project: input—a literature review, a behavioral study of children's communication competencies and attitudes, and an assessment of teachers' attitudes regarding the goals of speech communication instruction; and synthesis—a conference for defining communication competence and specifying implications of this definition for research and instruction. Appendixes list objectives (with grade level) from the questionnaire study and functional communication competencies (for ages 3 to 18) derived from the literature review. A bibliography concludes the volume. (JM)

ED 130 335 CS 501 504

Gamble, Teri Kwal Gamble, Michael
Oral Interpretation: The Meeting of Self and Literature.

Pub Date 76

Note—307p.

Available from—National Textbook Co., 8259 Niles Center Rd., Skokie, Illinois 60076 (\$9.25 paper)

Document Not Available from EDRS.

Descriptors—*Dramatics, *Interpretive Reading, Learning Activities, Literature, *Literature Appreciation, *Oral Expression, Readers Theater, Secondary Education, *Speech Skills

This book explores the art of oral interpretation of literature and presents exercises designed to encourage awareness of various aspects of the interpretation process. Chapter one, "Harnessing Resources," examines the awakening of the body and voice and discusses basic sensory training. Chapter two, "Responding to Literary Worlds," details the interpretation of descriptive and narrative prose, drama, and poetry. Chapter three, "Widening the Art of Interpretation," examines possibilities in performing literature for children, experiencing literature from around the world, interpreting documentary materials, utilizing ensemble approaches, and creatively applying programming techniques. (KS)

ED 130 336 CS 501 505

Rosenfeld, Lawrence B. Civiky, Jean M.
With Words Unspoken: The Nonverbal Experience.

Pub Date 76

Note—247p.

Available from—Holt, Rinehart & Winston, 383 Madison Ave., New York, New York 10017 (\$7.95 paper)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), *Communication Skills, Interaction, *Nonverbal Ability, *Nonverbal Communication, *Nonverbal Learning, Secondary Education, Social Behavior

This book examines recent theory and research concerning nonverbal experience and behavior and provides examples of the nonverbal experience in contemporary social expression (music, cartoons, fashion, etc.). Chapters include discussions of senses, biorhythms, body image, nonverbal messages from others, environmental factors in nonverbal communication, crosscultural considerations, and influential characteristics of the American city. (KS)

ED 130 337 CS 501 506

Galloway, Charles
Silent Language in the Classroom. Fastback 86.
Phi Delta Kappa Educational Foundation,
Bloomington, Ind.

Pub Date 76

Note—31p.

Available from—Phi Delta Kappa, Eighth & Union, Box 789, Bloomington, Indiana 47401 (\$0.50 prepaid)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Body Language, *Classroom Communication, Communication Problems, Measurement Techniques, *Nonverbal Communication, *Nonverbal Learning, Student Behavior, Student Teacher Relationship

This booklet discusses four aspects of nonverbal communication: understanding silent language; nonverbal communication in the classroom; how the unspoken, unwritten curriculum operates; and measuring nonverbal behavior. The discussion focuses on the nature of nonverbal communication, nonverbal communication and involvement, humanness and the study of communication, nonverbal communication in humanistic management, using nonverbal behaviors as instructional tools, how to become a better communicator, and the encouraging-restricting model. (JM)

ED 130 338 CS 501 507

Mulican, James S., Ed.
Focus: Oral Interpretation and Drama.
Indiana Council of Teachers of English, Terre Haute.

Pub Date 76

Note—75p.; Indiana Council of Teachers of English is an affiliate of the National Council of Teachers of English

Journal Cit—Indiana English Journal; v10 n4 Entire Issue Summer 1976

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Creative Dramatics, *Drama, Dramatic Play, Elementary Secondary Education, *English Instruction, *Interpretive Reading, *Oral Expression, Pantomime, Readers Theater, Story Telling

The 12 articles in this issue of "Indiana English Journal" are concerned with drama and oral interpretation in the classroom. Titles of articles are: "Up in the Tree, Down in the Cave, and Back to Reading: Creative Dramatics"; "Pantomime: The Stepping Stone to Drama"; "The Living Literature of Readers' Theatre"; "Do-It-Yourself Drama"; "Drama for Rebirth"; "Do Not Give unto Others That Which Works in Your Own Classroom—A Modern English Tale"; "A Novel Idea for a Play"; "Creative Dramatics: An English Elective of Small Expense and Great Reward"; "Stop, Look, Listen"; "Educational Drama Kit: A Review"; "ERIC/RCS Review: 'Child's Play': Creative Drama and English at the Secondary Level"; and "Start Playing and Learn to Work." Concluding this issue is an index of authors and articles from the "Indiana English Leaflet" and "Indiana English Journal" for the years 1958-1976. (JM)

ED 130 339 CS 501 508

DeWine, Sue
The Communication Journal: A New Tool for Building Interpersonal Relationships in the Communication Classroom.

Pub Date 76

Note—24p.; Paper presented at the Annual Meeting of the International Communication Association (Portland, Oregon, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Classroom Games, Communication (Thought Transfer), *Diaries, *Educational Games, Higher Education, Information Theory, *Interpersonal Relationship, *Simulation, Social Exchange Theory, *Student Teacher Relationship

Identifiers—Speech Communication

This paper discusses possible uses for student communication journals in the interpersonal communication classroom. Appropriate interpretation of student journal entries can clarify the effectiveness of instructional games and simulations, stimulate integration of experience-based affective learning systems within a sound theoretical framework, and promote changes within the teacher/student interpersonal relationship. A typical journal entry is outlined and analyzed with regard to how it meets the above conditions. In addition, an actual entry from a student journal is discussed. (Author/KS)

ED 130 340 CS 501 509

Fuller, Rex M. Goodyear, F. H.
What Is Interpersonal Communication?

Pub Date 76

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Definitions, Higher Education, Information Theory, *Intercommunication, *Interpersonal Relationship, Textbook Content

Although widely used, the term "interpersonal communication" does not have a commonly accepted definition which distinguishes it from several other types of communication. This paper examines this lack of specificity, as reflected in basic textbook definitions of the term, with regard to three dimensions of the interpersonal process: materials and contents of communication, physical aspects of the communication process, and the ends served by interpersonal communication. (Author/KS)

ED 130 341 CS 501 510

Schuelke, L. David And Others
A Center for Research in Scientific Communication.

Minnesota Univ., St. Paul.

Pub Date 76

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication (Thought Transfer), Higher Education, *Information Dissemination, Intercommunication, Organizational Communication, *Research and Development Centers, *Scientific Attitudes, Scientific Enterprise, Scientists, *Technology

Identifiers—Center for Research in Scientific Communication

The objectives of the Center for Research in Scientific Communication at the University of Minnesota, Saint Paul, are to assist scientists in short-term communication projects; to produce, through research, new knowledge in the area of scientific communication; and to provide regular, systematic, and experimental analysis of communication variables in information exchange among scientists. This paper provides a chronological account of the center's accomplishments; completed and future projects are discussed. (Author/KS)

ED 130 342 CS 501 511

Schuelke, L. David Freeh, LaVern
Environmental Mediation, Communication and Some Recommendations for the Future.

Minnesota Univ., St. Paul.

Pub Date Mar 76

Note—11p.; Report on a Seminar, Center for Research in Scientific Communication, Univ. of Minnesota, St. Paul, March 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Conflict Resolution, *Environment, Higher Education, *Information Dissemination, Intercommunication, *Problem Solving, Scientific Attitudes, Scientific Enterprise, Seminars, *Technology

Identifiers—Center for Research in Scientific Communication, *Environmental Mediation

This paper summarizes the proceedings of a seminar concerning the mediation of environmental disputes, conducted by the Center for Research in Scientific Communication at the University of Minnesota, Saint Paul. Keynote speaker Gerald Cormick, Director of the Office of Environmental Mediation in Seattle, addressed the problems of the mediator's role in conflict resolution, using the Snoqualmie River Dam controversy as an example of an environmental conflict. Results of a survey of seminar participants indicated favorable attitudes toward the concept of environmental mediation and toward the seminar itself. Recommendations for future study included the planning of further seminars and the development of a college course, "Mediation, Arbitration, and Third Party Intervention in Scientific and Technical Issues," on the Saint Paul campus. (KS)

ED 130 343 CS 501 512

Schuelke, L. David And Others
Scientific Communication in the Urban Environment: Implications for Political Decision Making.

Pub Date 75

Note—23p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, April 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Decision Making, Higher Education, *Information Dissemination, Information Networks, Information Services, Legislation, *Organizational Communication, *Politics, Scientific Enterprise, *Technology, *Urban Environment

Identifiers—Center for Research in Scientific Communication

The objectives of this report are to briefly synthesize the communication approaches used by legislative bodies in the acquisition of scientific information, to describe the practices of the Congressional Research Service of the Library of Congress and the Office of Technology Assessment, to describe the present and proposed communication systems used by Minnesota and other state legislatures, to review the system of a typical urban decision-making body (the Twin Cities Metropolitan Council, Minnesota), and to make recommendations for research to improve communication in political decision making. (Author/KS)

ED 130 344 CS 501 513

Schuelke, L. David

The Processes and Effects of an Internal Technology Discovery Program upon Management. Minnesota Univ., St. Paul.

Pub Date 76

Note—10p.; Paper presented at the International Meeting of the Forest Products Research Society (30th, Toronto, Canada, July 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Science Research, *Business Communication, *Employee Attitudes, Field Studies, Higher Education, *Information Dissemination, *Innovation, Management, Motivation, *Organizational Communication, *Technology

Identifiers—Center for Research in Scientific Communication

This paper summarizes the results of a field study conducted by the Center for Research in Scientific Communication at the University of Minnesota, Saint Paul, which concerned the effects of a technology-monitoring program on communication activities, behaviors, and attitudes of employees at a multinational, Minneapolis-based company. It was hypothesized that the monitoring program itself would effect a significantly higher rate of innovative ideas and attitudes in subjects and generally reduce group resistance to innovation. In fact, 20 company managers who participated in the program reported more frequent communications, concerning innovation, with supervisors, coworkers, people in different units within the company, and individuals not employed by the company. Similarly, managers' self-reported increase in the reading of technical and professional journals was substantiated by their improved recognition of the titles of such materials. Participating managers also attended more seminars, workshops, and other forums where technical information was presented than did those managers not involved with the program. (KS)

ED 130 345 CS 501 514

Richardson, Larry S.

Action and Rhetoric in Seattle's Freedom Patrols: A Study of Protest Activity by a Local Social Movement.

Pub Date 76

Note—32p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Francisco, November 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Activism, *Civil Disobedience, *Demonstrations (Civil), Dissent, Higher Education, Justice, Negro Leadership, *Negro Organizations, News Media, *Police Community Relationship, *Rhetoric, Rhetorical Criticism

Identifiers—*Freedom Patrols (Seattle), Reese (Robert L.)

This paper provides a rhetorical analysis of a protest action, namely, the mobilization and action of black citizens in Seattle, Washington, in reaction to the 1965 shooting of a black man (Robert L. Reese) by a local police officer. A description of actions during this time, as reported by two Seattle newspapers, is provided. An extrinsic examination of the situation probes the rhetorical problem of police brutality and explains the formation of the Freedom Patrols, non-violent groups of concerned black-community members who were devoted to justice. Finally, an intrinsic examination is provided of the Freedom

Patrols' organization and actions, their effect on the news media, and the ultimate public identification of the discrepancy between the police department's own description of its behavior and attitude toward blacks and that department's actual behavior and attitude. (KS)

ED 130 346 CS 501 515

Casimir, Fred L.

Integrating Theoretical Constructs in Human Communication.

Pub Date Jun 76

Note—23p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), *Communication Skills, *Information Theory, Language Research, *Models, Philosophy, Research Methodology, *Systems Analysis, *Thought Processes

This paper discusses a basic methodological and philosophical confusion in the study of human communication. Various scholars have assumed that the study, description, and definition of various systems have led to an understanding of the processes which underlie, or generate, human communication behavior. In effect, two levels of analysis and study are proposed: level one, which allows for the development of an unlimited number of systems and their description in the observable environment of human beings, and level two, which is a set of fundamental communication rules innate in human beings. If we consider the differences between these generative mechanisms, or rules, we will take a major step toward the development of a variety of methodologies to empirically identify human communicative activity on both levels, without confusing the two. (Author/AA)

ED 130 347 CS 501 516

Plax, Pamela M.

Interpretive Performance of the Internal Narrator.

Pub Date 76

Note—14p.; Study prepared at University of New Mexico

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Characterization (Literature), *Drama, *Dramatics, Guidelines, Higher Education, Interpretive Skills, *Narration, *Production Techniques

Identifiers—Joyce (James), *Portrait of the Artist as a Young Man

Internal narration is a "direct quotation of the mind" without authorial intervention, in which the reader overhears characters thinking silently. Dramatic interpretation and internal narration share the characteristics of primarily auditory expression and symbolic use of images. One of the most widely read and taught examples of this method, James Joyce's "Portrait of the Artist as a Young Man," is examined with regard to performance potential, and general guidelines are suggested for the production of all narratives featuring internal narration. It is suggested that dramatic interpretations should utilize a strategy (such as multiple casting) which reveals the many facets of an individual's mind, should depict the inner workings of a character's mind, should be staged apart from direct audience contact, should use techniques which enrich the dramatic "present" with references to past and future, and should illustrate the internal dynamics of the mind by altering the media of sound and image. (KS)

ED 130 348 CS 501 517

Guenther, Audrey A. Mills, Patrick R.

The Relationship of Cognitive Style to Language Acquisition and Selected Aspects of Nonverbal Communication.

Pub Date 76

Note—23p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Francisco, November 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Child Language, *Cognitive Style, *Language Development, Language Research, *Language Skills, *Linguistic Theory, Nonverbal Communication, Primary Education, Semantics, Speech Skills, Syntax

The inductivist model of language acquisition was tested by comparing the linguistic development of impulsive kindergarten children with that of reflective children, who, in general, make fewer errors on inductive reasoning tasks. The 81

children sampled were tested with the Matching Familiar Figures Test and with measures of syntactic and semantic development from the Illinois Test of Psycholinguistic Abilities. Measures of rate of speech, number of long pauses, shoulder orientation, and physical distance between the child and the experimenter were also obtained. Results failed to establish any relationship between cognitive style and the linguistic measures, or between cognitive style and the measures of nonverbal behavior. The results were interpreted as discrediting the inductivist model of language acquisition without necessarily confirming the cognitivist model. (AA)

ED 130 349 CS 501 519

Schuelke, L. David

Types of Positions Available in Business and Government for the Graduate in Communication.

Pub Date 75

Note—8p.; Paper presented at the Meeting of the Association for Communication Administration held at the Annual Meeting of the Speech Communication Association (61st, Houston, Texas, December 27-30, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Employment Qualifications,

Government (Administrative Body), Higher Education, *Job Training, Office Occupations, *Professional Occupations, Program Descriptions, *Relevance (Education)

Identifiers—*Speech Communication

The professional slant of the program in technical and scientific communication at the University of Minnesota, Saint Paul, is in contrast to the classical liberal arts tradition of academic preparation in the field of communication. The major concern of this program is to provide a curriculum and an advising strategy to make communications study more responsive to the real world of work and to provide students with opportunities for interaction with business and industry. In addition to traditional course offerings, students are required to build their own "technical" electives in such areas as the natural sciences, computer science, engineering, statistics, industrial relations, and so on. The combination of expertise in theoretical approaches to communication and marketable skills, encouraged by this program, makes success in obtaining communications-related positions (such as information specialist, personnel manager, market researcher) much more probable. (KS)

ED 130 350 CS 501 520

Banninga, Jerald L., Ed.

[The Teaching of Listening.]

Illinois Speech and Theatre Association.

Pub Date 76

Note—50p.

Journal Cit.—Journal of the Illinois Speech and Theatre Association; v30 n1 Entire Issue 1976

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Classroom Communication, *Communication (Thought Transfer), Higher Education, *Listening, *Listening Comprehension, *Listening Habits, *Listening Skills, *Listening Tests, Theater Arts

Identifiers—*Speech Communication

Articles collected in this journal examine the phenomenon of listening, and define listening skills essential for teachers and students in the fields of speech and theater. Included are "Your Subject—My Business," an examination of teaching priorities in the area of oral communication; "Swing Your Spirit to Sound: Listening Assertively in the Classroom"; "How Do We Know?" an analysis of issues in measuring listening behaviors; "An Observation of Some Inconsistencies in the Brown-Carlsen Listening Test"; "Listening: Is It in the Person or in the Message"; "Cross-Cultural Communication and Effective Listening"; "A Receiver Based Approach to the Basic Speech Course"; and "An Editorial Statement on the Teaching of Listening." (KS)

ED 130 351 CS 501 521

Smith, Calvin N.

Teaching Intercultural Communication on the Graduate Level.

Pub Date 76

Note—10p.; Paper presented at the Annual Meeting of the Speech Communication Association (62nd, San Francisco, December 27-30, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

56 Document Resumes

Descriptors—*Communication Skills, *Course Descriptions, *Cross Cultural Studies, *Cultural Awareness, *Cultural Exchange, *Ethnology, *Graduate Study, *Higher Education, *Immigrants, *Intercultural Communication, *Intercultural Programs, *Teaching Methods

This paper outlines a method of teaching international and intercultural communication, which has proved successful at the graduate level at Eastern Illinois University in meeting the following minimal goals: providing a uniform set of definitions concerning crosscultural communication, allowing an in-depth examination of the unique intercultural communication problems between the general population and ethnic groups emigrating to America, providing extensive experience in interacting with people of other cultures, encouraging insight into methods to help overcome cultural barriers, and allowing experiences in investigating, analyzing, and reporting on a culture of the students' choice. Attached to this report is a daily schedule of class activities. (KS)

ED 130 352 CS 501 522

Drecksel, Debra
A Systemic Perspective of Communication and Sexism.

Pub Date 76

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Information Theory, Semiotics, *Sex Discrimination, Sex Role, *Sex Stereotypes, *Social Attitudes, *Systems Analysis. Communication and sexism are analyzed from a systemic perspective, illustrating how sexism is perpetuated through sexist interaction and symbol systems. Sexism is shown to be a disease in our society, which creates a societal situation with double-binding sex-role symbols which limit our adaptability. A remedy for sexism is suggested which recognizes the systemic properties of communication systems. (Author/AA)

ED 130 353 CS 501 523

Kimsey, William D. Hantz, Alan
Media Exposure, Interpersonal Communication and the Electoral Decision Process.

Pub Date 76

Note—16p.; Paper presented at the Annual Meeting of the Speech Communication Association (62nd, San Francisco, December 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Elections, *Information Theory, *Intercultural Communication, *Media Research, *Political Influences, *Political Socialization, *Voting. Identifiers—Illinois

The relationships among mass media, interpersonal communication, and voting behavior were explored in a two-stage panel study of 141 respondents during a 1974 Illinois congressional election. Analyses of perceived exposures to mass media and to interpersonal communication were interpreted as supporting Rogers and Shoemakers' (1971) innovation-decision-making model as a structure for studying electoral behavior and political communication. (AA)

ED 130 354 CS 501 524

Elliott, William R. And Others
Functional Similarity Between Media; A Cluster Analysis Based on Media Gratifications.

Pub Date 76

Note—24p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Francisco, November 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Books, Films, Higher Education, Mass Media, *Media Research, *Media Selection, Music, Newspapers, Periodicals, *Psychological Needs, Radio, *Student Attitudes, Television

Questionnaire responses from 259 college students were employed to determine how eight media were used in the satisfaction of ten needs. It was found that television was the most generally satisfactory medium, averaged over the ten needs, and that film was the most need specific. Television and radio paralleled each other in their ability to satisfy the ten needs, as did newspapers and magazines. Three mass media—books, films, and recorded music—showed parallel patterns of need satisfaction with friendship. Two groups of needs were discovered from a cluster analysis of the ten need statements. Cluster one was composed of needs related to the

individual's desire to remain in contact with society. Cluster two was composed of needs that were more individual in nature. Finally, comparisons with the results of the Israeli study by Katz, Gurevitch, and Haas (1973) indicated that similarity between the two studies was high. (Author/AA)

ED 130 355 CS 501 525

Justice, Patricia K.

Staff Development in the Community College—The Contributions Which a Speech-Communication Instructor Can Make; A Discussion Paper.

Pub Date 76

Note—18p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Francisco, November 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Personnel, *Communication (Thought Transfer), Community Colleges, Higher Education, *Inservice Education, *Inservice Teacher Education, Instructional Staff, Nonprofessional Personnel, *Staff Improvement, *Teacher Improvement. Staff development programs are needed in community colleges as a result of stabilizing enrollments, decreased faculty mobility, technological and disciplinary changes, student population changes, and the need for professional variety and personal growth. Suggestions concerning the role of the speech-communication teacher in staff development are made for administrative, classified, and instructional personnel. (AA)

ED 130 356 CS 501 526

Housel, Thomas J.

Communication Channels, Anonymity and the Reduction of Upward Communication Distortion: A Controlled Field Study.

Pub Date 76

Note—26p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Francisco, November 1976); Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Business Communication, *Communication Problems, Field Studies, *Information Theory, *Intercultural Communication, Organizational Communication, Research

A sample of 54 subjects, representing four levels of management in a chain of retail stores, participated in an experimental study of the effects of channel of communication (face-to-face, telephone, and written) and anonymity on satisfaction with, and distortion of, upward communication. Results indicated that the channel used led to significant differences in subjects' satisfaction with the channel, their satisfaction with the upward communication, and their perceptions of how openly they communicated. There were no significant differences in these measures due to anonymity. Limitations of results and their applicability to the organization and to future research are discussed. (AA)

ED 130 357 CS 501 527

Sincoff, Michael Z. Goyer, Robert S.

Critique of the Communication Audit from the Academic Researcher's Perspective.

Pub Date 76

Note—7p.; Paper presented at the Annual Meeting of Kent State University Conference on Communication in Business and Industry (21st, October 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Information Theory, *Instrumentation, *Research Methodology, Research Problems, Research Tools. Identifiers—*Communication Audits

The history of the International Communication Association's Communication Audit is briefly reviewed, and possible benefits and pitfalls of the approach are discussed. Certain assumptions and methods underlying the Communication Audit are critiqued. (AA)

ED 130 358 CS 501 528

Boileau, Don M. Slavin, Marilyn

Accountability in the Speech Arts; Special Report. Michigan Education Association, East Lansing; Michigan Speech Association.

Pub Date 76

Note—13p.; Reprint from the Michigan Speech Association Journal, Volume II, 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Conference Reports, *Dramatics, *Educational Accountability, *Grading, Secondary Education, *Speech Curriculum, *Student Evaluation

This report discusses two teachers' conferences jointly financed by the Michigan Speech Association and the Michigan Education Association. The teachers discussed how speech and dramatic performances translate into terminal behaviors, how group tasks can be adapted to individual accountability, how to communicate achievement to students, and how to communicate achievement to administrators and parents. The conferences decided that it is impossible to measure adequately a teacher's performance, with a single set of behavioral objectives. They also provided a list of specific ways in which achievement in speech and drama can be communicated to students, parents, and administrators. (AA)

ED 130 359 CS 501 530

Lau, A. W.

Organizational Climate: A Review of Recent Literature.

Pub Date 76

Note—30p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Francisco, November 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Communication (Thought Transfer), Literature Reviews, *Organizational Climate, *Organizational Communication, Organizational Effectiveness, *Organizational Theories

The literature on organizational climate is reviewed, with particular emphasis on associated conceptual issues. The first section of the paper presents an overview of research that has assessed the ability to explain organizational behavior on the basis of perceived climate. The second section focuses on five major conceptual issues that consistently appear in the literature. The third section deals with the empirical relationships between organizational climate and organizational behavior. The utility of one component of organizational climate, communications, is also briefly examined. (Author/AA)

ED 130 360 CS 501 531

Avery, Robert K. Long, John F.

The Effect of Vertical Camera Angle on the Perceived Credibility of a Televised Speaker.

Pub Date 76

Note—14p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Francisco, November 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Students, *Communication (Thought Transfer), *Credibility, Higher Education, Information Theory, *Persuasive Discourse, Public Opinion, Television Research. Identifiers—*Camera Angles

In order to test the effects of high camera angle on credibility, high- and low-camera-angle versions of a televised speaker were recorded on videotape. Semantic differential ratings of the speaker were obtained from 176 college students randomly assigned to high- or low-camera-angle treatment groups. Factors identified as dynamism, competence, and sociability emerged from analyses of the semantic differential ratings, but high- and low-camera-angle groups differed only in their ratings of the speaker's sociability. These results are interpreted as supporting the argument that theoretical concepts of power and dominance are not highly similar to the construct of source credibility. (AA)

ED 130 361 CS 501 532

Dugger, Anita And Others

Drama Prompt Book: Guidelines for the Teacher. Tulsa Public Schools, Okla.

Pub Date 74

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Choral Speaking, Class Activities, Creative Activities, Curriculum Guides, *Drama, Dramatic Play, *Dramatics, Elementary Secondary Education, *Guidelines, Interpretive Reading, Listening, Story Telling, Teaching Methods

The curriculum outlined in this document was designed for the creative teacher to use in a learning environment which encourages pupils to experiment, to explore, to develop a positive self-image, and to express ideas freely and without fear of losing dignity. This document defines 19

drama skills and describes drama activities, with suggested procedures, for the following: choral speaking, discussion, dramatizations, flannel-board, listening, oral interpretation, parliamentary procedure, puppetry, storytelling, and talks. A four-step process for conducting drama activities is also outlined. (JM)

ED 130 362 CS 501 533

Wagner, Betty Jane
Dorothy Heathcote: Drama as a Learning Medium.

National Education Association, Washington, D.C.

Pub Date 76

Note—231p.

Available from—NEA Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (\$7.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. HC Not Available from EDRS.

Descriptors—*Creative Dramatics, *Drama, Educational Theories, Elementary Secondary Education, Language Arts, Post Secondary Education, *Role Playing, *Teaching Techniques
Identifiers—*Heathcote (Dorothy)

Dorothy Heathcote's theories and practices relating to the uses of drama in education are presented in detail. The 20 chapters discuss the value of drama, as well as guidelines for organizing and carrying through dramatic activities. Transcripts of Heathcote's teaching and speaking and her writing are used to illustrate the generalizations drawn. A bibliography lists other books, articles, films, and videotapes by or about Heathcote. (AA)

ED 130 363 CS 501 534

Lentz, Tony, Ed.

Genre.

Michigan Univ., Ann Arbor.

Pub Date [76]

Note—20p.

Journal Cit—Issues in Interpretation; v2 n1 Entire Issue [1976]

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Audiences, Higher Education, *Interpretive Reading, *Literary Analysis, *Literary Genres, *Oral Expression, *Theater Arts

In this periodical, six respondents from various colleges and universities provide brief commentaries on the subject of genre study in the field of oral interpretation. According to the pamphlet's editor, all of these critics affirm the importance of literary study and genre study to performance, intimate some dissatisfaction with the terminology employed in broad generic classification, and agree that interpretation is "beyond genre" in its complexity and vitality as a performance medium which has some aspects of criticism. Readers' responses to previous issues include opinions concerning the functional nature of the manuscript for the oral interpreter and the need to maintain the teaching of drama within the discipline of oral interpretation. A brief preview of the next issue's topic, the role of the audience in oral interpretation, is also provided. (KS)

ED 130 364 CS 501 535

Edelman, Sam

Martin Buber's Essays on Theatre: A Philosophical Look at Theatre of the Mind.

Pub Date 76

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Acting, Creative Dramatics, Creative Reading, *Drama, *Interpretive Reading, *Readers Theater, Theater Arts
Identifiers—*Buber (Martin)

The interrelationship of performers, text, and audience in reader's theater may be better understood through philosopher Martin Buber's key concepts of polarity, dialogue, and inclusion. These concepts operate within four polar tensions identified by Buber: that between the performer and the character represented; that between the performer and other performers (the protagonists); that between the actors, the text, and the audience; and that between drama itself (as a creation of the author) and the theater (the play/actor/audience relationship). All of the concepts are crucial; together, they are the driving central force of interpretation and reader's theater. (JM)

ED 130 365

Hawn, Martha J.

New Research in Communication Theory: A Summary.

Pub Date 76

Note—19p.; Paper presented at the Annual Meeting of the Texas Speech Communication Association (Austin, Texas, October 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bibliographies, *Communication (Thought Transfer), *Communications, *Information Theory, Intercommunication, Literature Reviews, *Media Research, Organizational Communication

Recent studies in communication theory are outlined and briefly discussed. Categories of research included are information systems, interpersonal communication, mass communication, organizational communication, intercultural communication, political communication, instructional communication, and health communication. Except for the area of health communication, all of these areas seem to be expanding. A trend was found toward attempts to build meaningful theories of communication, rather than borrowing theories from other disciplines. (AA)

ED 130 366 CS 501 537

Fahs, Michael Lee

The Effects of Self-Disclosing Communication and Attitude Similarity on the Reduction of Interpersonal Conflict.

Pub Date 76

Note—33p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Francisco, November 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Attitudes, *Communication (Thought Transfer), Communication Problems, *Conflict Resolution, Higher Education, *Information Theory, *Interaction, *Interpersonal Relationship, Psychological Studies

The effects of self-disclosure and attitude similarity on the reduction of interpersonal conflict in a modification of the Prisoner's Dilemma Game were investigated in an experimental study of the behavior of 60 undergraduate students. Results supported hypotheses that self-disclosure and attitude similarity would elicit more conflict-reducing behavior than would nondisclosure or attitude dissimilarity. The effects of self-disclosure were much greater than those of attitude similarity, however, and a predicted interaction between these two factors was not found. (AA)

ED 130 367 CS 501 538

Smith, Carolyn B.

Listening to Color.

Pub Date 76

Note—9p.; Paper presented at the Annual Meeting of the Texas Speech Communication Association (Austin, Texas, October 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*American English, Attitudes, *Communication (Thought Transfer), *Comprehension, Expressive Language, *Idioms, *Values, Verbal Communication

Idiomatic expressions in American English provide an important clue to the speaker's values and attitudes, many of which are represented in bipolar language (e.g., "warm hearted"—"cold blooded," "walking on air"—"feeling low"). Most bipolar idiomatic continua which predict meaning also reveal positive and negative evaluations connected with seemingly unrelated things, such as up-down, hot-cold, integrated-disintegrated, smooth-rough, open-closed, inclusion-exclusion, bodily acceptance-rejection, and color. Educators and therapists who need to facilitate communication should recognize the importance of idiomatic language in interpersonal exchanges. (JM)

ED 130 368 CS 501 539

Goodyear, F. H. Behnke, Ralph R.

The Oral Examination in Educational Evaluation.

Pub Date 76

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Evaluation Methods, Higher Education, *Oral Communication, *Oral Expression, Secondary Education, *Student Evaluation, *Test Construction, Testing Problems, Test Reviews, Test Validity

Identifiers—*Oral Examinations

Arguments for and against the use of an oral examination as part of the evaluation process are

reviewed and found to rely on the experience of practitioners rather than on empirical research. Several alternatives to the traditional oral examination are discussed as ways to increase the validity of educational evaluations. (AA)

ED 130 369 CS 501 540

Ryu, Jung Shig

Neo-Socialization Function of Mass Media Working among Foreign Students.

Pub Date 76

Note—24p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Francisco, November 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—English (Second Language), *Foreign Students, Higher Education, *Mass Media, Media Research, Newspapers, *Socialization, *Television

The mass media were analyzed as agents of socialization in a questionnaire study of 80 foreign student couples. Results indicated the availability of mass media to foreign student families was high, but that patterns of usage were related to English proficiency. Native English speakers were more likely to watch television for relaxation while non-English speakers were more likely to watch it to improve their language skills or to learn about the culture. In general, American friends and compatriots were rated more useful than the mass media as sources of learning about America and the English language, but, among the media, television and newspapers were rated nearly as useful as were other people. Television was rated by the non-English speakers as the most useful medium for the majority of topics, while a combination of television and newspapers was selected by the native English speakers as the most useful for three topics. (AA)

ED 130 370 CS 501 541

Grandfield, Raymond J., Ed.

Communications.

Delaware State Coll., Dover. Dept. of Education.

Pub Date 76

Note—59p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Communication Skills, Composition Skills (Literary), Curriculum Guides, *Distributive Education, Listening, Nonverbal Communication, Oral Communication, Secondary Education

This manual, prepared by a distributive education (DE) class at Delaware State College, was designed for use by DE teacher-coordinators who teach communication skills. Included are lessons, activities, and resource materials relating to the following communication skills: functional speaking, written communication, telephone etiquette, customer greetings, nonverbal communication, and listening. The study unit is presented in a series of self-contained sections, allowing the teacher-coordinator to teach the whole as a comprehensive unit or parts as review or as short, supplemental units. (JM)

ED 130 371 CS 501 542

Broadcasting and Cable Television: Policies for Diversity and Change; A Statement on National Policy.

Committee for Economic Development, New York, N.Y. Research and Policy Committee.

Pub Date Apr 75

Note—126p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Broadcast Television, *Cable Television, Communications, *Economic Development, Economic Factors, Media Technology, *Policy, Public Television, Social Factors, Television Research

This statement, prompted by an increasing awareness of the critical role played by the electronic media in determining the shape of the economy and the society, makes several recommendations: research, analysis, and experimentation during a period of changing economic and regulatory policies; gradual diminishing of government regulation and increase of competition among technologies; establishment of goals and specific objectives to determine the media's place in a national communications system and to provide the public with a yardstick for measuring performance; and the requirement for greater public participation in shaping the communications system. Contents are organized under the following topics: introduction and summary of

recommendations, the public responsibilities of commercial broadcasting, a policy for public broadcasting, the potential of cable, and organizing for change. Also included are memoranda of comment, reservation, or dissent; appendixes (a brief regulatory history of cable television and a table charting the cable regulations in the states); and the objectives of the committee for economic development. (JM)

ED 130 372 CS 501 543

Woodworth, Shirley Cunningham

A Study of the Relationship of Cognitive Similarity to Communication Accuracy.

Pub Date 76

Note—125p.; Ed.D. Dissertation, Western Michigan University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-22,136, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Behavioral Science Research, *Cognitive Style, *Communication (Thought Transfer), Communication Skills, Doctoral Theses, Higher Education, *Interpersonal Relationships

A cognitive-style map was prepared for each of seven instructors and 125 college students drawn from those enrolled in a course in interpersonal communications. Students were partitioned into low-match, moderate-match, and high-match subgroups, on the basis of the degree of cognitive match with their instructors, before completing a communication accuracy exercise. Hypotheses that students with higher degrees of cognitive match would score relatively higher on the task were not supported by the data. (Author/AA)

ED 130 373 CS 501 546

Hunsinger, Paul

The Educational Uses of Poetry Therapy.

Pub Date 76

Note—23p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bibliotherapy, Classroom Participation, *Communication (Thought Transfer), *Educational Methods, Group Experience, Higher Education, *Poetry, Secondary Education, Self Expression

Poetry therapy used in the classroom becomes poetry growth experiences which enable participants to use poetry and group communication as means of exploring their personal feelings and attitudes. This document includes a paper which discusses poetry growth experiences and applies information on medical uses of poetry therapy to classroom situations; poetry therapy workshop material, with guidelines for participant/facilitators; a brief bibliography; and seven sheets of sample poems. (JM)

EA

ED 130 374 95 EA 008 686

Community Schools. The Best of ERIC, Number 22.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 76

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon, 97403 (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, *Community Schools, *Literature Reviews, *School Community Relationship, School Planning, Shared Facilities

Abstracts of 12 documents in the ERIC system focus on the varieties of community schools. Topics covered include shared facilities, legal matters, and a discussion of the philosophical assumptions and attitudes underlying the community education movement. One document contains mainly Canadian entries, and two are literature reviews. (MLF)

ED 130 375 EA 008 746

An Evaluation of the Ratio Staffing Plan.

Eugene School District 4J, Oreg. Div. of Research, Development, and Evaluation.

Pub Date 4 Oct 76

Note—443p.; Some tables may not reproduce clearly due to small type size

EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage.

Descriptors—*Administrative Policy, Elementary Secondary Education, *Experimental Programs, Organizational Change, Program Descriptions, *Program Evaluation, *School Personnel, *Staff Utilization, Tables (Data)

Identifiers—*Eugene Oregon School District 4J

This lengthy report evaluates a new staffing plan that was implemented by the Eugene (Oregon) School District during the 1975-76 school year. The purpose of the report is to determine the impact of the new staffing plan on the staff size and programs of each district school. The first section of the report presents a brief history of the new staffing plan and is followed by a section describing the methods used to carry out the evaluation study. The third section focuses on the number of district staff members affected by the new plan. It lists staffing totals by school for 1974-75 and 1975-76, notes the differences between the two years, and then determines how much of the change is due to the new staffing policy. The next three sections attempt to isolate program changes resulting from the new plan at the elementary, junior high, and senior high school levels, respectively. The summary section outlines the report's major findings, and the last section presents several recommendations from the district's evaluation department. The appendix lists and describes the data sources for all major tables in the report and presents a complete list of staff members for each district school, including the number of full-time equivalent (FTE) staff members at each school and the FTE of each individual staff member. (Author/JG)

ED 130 376 EA 008 754

Fitzgerald, R. T. And Others

Participation in Schools? Five Case Studies. ACER Research Series No. 98.

Australian Council for Educational Research, Hawthorn.

Pub Date Jun 76

Note—202p.

Available from—Australian Council for Educational Research, P.O. Box 210 Hawthorn, Victoria, Australia 3122 (\$10.00)

Document Not Available from EDRS.

Descriptors—Citizen Participation, Comparative Analysis, Decision Making, *Educational Change, Educational Policy, Parent Participation, *Participation, Principals, Role Perception, *School Community Relationship, *School Involvement, Secondary Education, Social Change, Social Factors, Student Role, Teacher Role

Identifiers—*Australia (Victoria)

The issues of public participation in schools and school-community relations are surveyed, the findings of a two-year research program conducted in five secondary schools examined, and some suggestions made for policy in the areas of local participation in schools and the planning of change in schools. The schools are described as (1) a large urban school in an inner city area, (2) a large suburban school in an area intensively settled since 1950, (3) a medium-sized school in a large country town, (4) a somewhat smaller school in a small rural town, and (5) a very recently established, innovative school that aims to have a special relationship with its community. Interviews were obtained at each school from a sample of 30 students, the parents of these students, between one-half and two-thirds of the staff, and all the principals, deputy principals, counselors, and, where the positions existed, the senior mistress, and senior master. (Author/MLF)

ED 130 377 EA 008 755

Klimes, Rudolf E. Birkenstock, David

Analysis of Journal Articles Presented in the Educational Administration Abstracts 1966-1975.

Andrews Univ., Berrien Springs, Mich. Center for Studies and Services in Education.

Pub Date 76

Note—58p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Abstracts, Administrative Personnel, Classification, *Comparative Analysis, Curriculum, *Educational Administration, Educational Theories, Group Relations, Instruction, Instructional Staff, Minority Groups, Organization, *Periodicals, Rating Scales, Staff Role, *Subject Index Terms, Task Analysis

The purposes of this research were to determine which journals published the greatest number of articles in the different areas of educational administration and to list the number of journal articles in each area of educational administration. The number of articles in each area in the "Educational Administration Abstracts 1966-1975" was given as a percentage of the total number of articles, and the areas were ranked accordingly. The 21 journals having the largest number of articles for the period of the study were also ranked. The areas of curriculum and instruction and staff personnel received the major emphasis according to the number of articles published. Over 70 percent of the articles dealt with tasks of administration and administrative processes and organizational variables. Minority group relations and theory development account for almost 25 percent of the total. "Phi Delta Kappan" published the greatest number of articles on educational administration; however, there was no one journal that covered all the areas of educational administration. (Author/MLF)

ED 130 378 EA 008 756

Klimes, Rudolf E. Bissell, LeVerne

Selected General and Educational Characteristics of the Population of Berrien County, Michigan.

Andrews Univ., Berrien Springs, Mich. Center for Studies and Services in Education.

Pub Date 76

Note—76p.; Some tables and graphs may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Census Figures, *Demography, *Educational Background, Educational Planning, Educational Status Comparison, Family Status, Futures (of Society), Marital Status, *Population Trends, Socioeconomic Status, Tables (Data)

Identifiers—*Michigan (Berrien County)

The purpose of this study was to bring together, for planning purposes, the published data concerning the general and educational characteristics of the population of Berrien County, Michigan. The study was limited to data found in the United States Census and documents of the Berrien County Planning Commission. The study is divided into three parts: (1) the population and population forecasts; (2) the general characteristics of the population, including selected social and economic characteristics; and (3) selected educational characteristics of the county population. (Author/MLF)

ED 130 379 95 EA 008 757

The Education of Adolescents. The Final Report and Recommendations of the National Panel on High School and Adolescent Education.

Office of Education (DHEW), Washington, D.C.

Report No.—HEW-OE-76-00004

Pub Date 76

Note—154p.; Table 1 may not reproduce clearly due to small print

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.15)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Adolescents, Alternative Schools, Attendance, Community Involvement, Comprehensive Programs, *Educational Alternatives, *Educational Change, *Educational Improvement, Educational Objectives, Guidance Services, Part Time Students, School Community Relationship, *Secondary Education, Social Change, Teenagers

The panel provides an overview of the factors most influential in shaping the American high school as it exists today and recommends (1) replacing the comprehensive high school and providing comprehensive education; (2) establishing participatory education involving adolescents and other interested adults in the community; (3) establishing small, flexible, short-term, part-time, schools; (4) establishing a community guidance center housing the professionals who now work in the high school and other agencies; and (5) reducing compulsory daily attendance from all-day sessions to an academic day of 2-4 hours. These changes are to be accompanied by local testing and evaluation involving adult and adolescent citizen participation. Federal financial support is recommended for research, planning, and evaluation of programs and for the establishment of a national recruitment training and technical support program for operational

planning teams to be established at the local level. (Author/MLF)

ED 130 380 EA 008 758
Instructional Materials: Selection and Purchase.
Revised Edition.

Association of American Publishers, New York, N.Y.; National Education Association, Washington, D.C.

Pub Date 76

Note—72p.; Revised Edition of Selecting Instructional Materials for Purchase: Procedural Guidelines (ED 058 170)

Available from—National Education Association, 1201 Sixteenth Street N.W., Washington, D.C. 20036 (Stock No. 1309-3-00, \$5.25)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Civil Rights, Educational Change, Educational Policy, Feminism, Individualized Instruction, *Instructional Materials, *Media Selection, Minority Groups, Political Power, Social Change, *Textbook Selection, *Textbook Standards

The purpose of this book is to chart procedures for the selection and purchase of instructional materials and related services for the public schools. Recent developments cited as having a significant bearing on the selection process are (1) the struggle of minority groups toward new status; (2) the increased political power of parents, students, and teachers; (3) individualized instruction; (4) the development of new teaching tools; (5) groups that want to return to fundamentals and basics in curriculum and content; and (6) the change of the position of women in society. Guidelines are given concerning legal and administrative factors, expenditures, organizing for selection, and the selection process. Selected references are organized by topic. (Author/MLF)

ED 130 381 EA 008 759
Statewide Minimum Competencies—A Force for Quality Education. A Report.

Greater Newark Urban Coalition, N.J.

Pub Date Apr 76

Note—38p.; Report of the New Jersey Education Reform Project; For a related document, see EA 008 645

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Educational Objectives, Elementary Secondary Education, *Mastery Learning, Program Descriptions, Remedial Programs, *Skills, *State Legislation, *State Programs, *State Standards, *Teaching Methods

Identifiers—New Jersey

One purpose of this paper is to describe how the concept of statewide minimum standards has been used in other states and to suggest precisely how it should be used in New Jersey. Current New Jersey law requires districts to establish pupil proficiency levels in basic skills, to identify children who fall below them, and to provide those children with remediation services. Statewide pupil proficiency levels would be used to set a floor on those levels. The major purpose of this paper is to demonstrate that the research evidence on mastery learning theory provides ample assurance that the goal of having virtually all normal children achieve mastery over basic skills in communication and computation set at meaningful levels is attainable. Mastery learning strategies require teachers to decide what they want children to learn and then to teach them, to test them to see what they know, and then to help those who do not know by providing time, methods, and materials suitable to the learning style of the particular child. (Author/IRT)

ED 130 382 EA 008 760
Zafra, S. James

Adjusting Within State Inequities in Financing Schools.

Pub Date [76]

Note—4p.; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Finance, Equal Education, *Property Taxes, *Revenue Sharing, School Taxes, Special Education, *State Federal Aid, *Supreme Court Litigation

Using the Serrano v. Priest case and federal revenue sharing as precedents, it is proposed that the federal government furnish (on a regionally adjusted per child rate) 50 percent of the needed school revenues directly to the state through an earmarked "special revenue sharing" package.

This would be granted only if the states would raise and disburse the other 50 percent based on a per child rate. These amounts would be adjusted only for special educational needs on an "area needs" basis offset by a reduced state tax. Since it would be disbursed equally throughout the state on a per child basis, such an educational tax could be based on a property tax as well as on other forms of tax. A condition of this arrangement would be the elimination of any provision for the collection of any sort of community-based tax that would enhance its educational opportunity position over other communities within the state. (Author/MLF)

ED 130 383 EA 008 761
McCabe, Dennis P. Compton, Jack

Role Acquisition and Competency Development of Educational Administrators in the Lower Rio Grande Valley.

Spons Agency—Pan American Univ., Edinburg, Tex.

Pub Date Oct 74

Note—81p.; Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrative Personnel, *Administrator Education, Administrator Role, Higher Education, Literature Reviews, *Performance Based Education, Principals, Questionnaires, School Superintendents, *Skills, Universities

Identifiers—Rio Grande Valley

The purposes of this project were to chart the processes by which an individual becomes a school administrator, to identify competencies the school administrator needs to perform his role effectively, and to develop a conceptual framework that lends itself to understanding the university's role in the overall process of training school administrators and its quest for a competency based educational administration program with applicability to the everyday administrative process. Interviews and questionnaires were used to gather data regarding formal and informal modes of learning the roles of a school administrator. A pilot study led to the larger research study. It was concluded that university training is embarrassingly deficient and ineffective; that informal models of learning, anticipatory and developmental socialization, are a more puissant manner for competency development; that the best characteristics of formal and informal modes of development must be merged—classroom techniques and theory must be supported by field internship experiences; that more university attention must be given to competency development in areas of individual improvement and human relations; and that more study must be completed for defining administrative competencies as curricula are developed. (Author/IRT)

ED 130 384 95 EA 008 763
Tron, Esther O., Comp.

Public School Finance Programs, 1975-76.

Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date 76

Note—414p.; Not available in hard copy due to small print of original document; For a related document, see ED 073 536

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01571-4, \$5.40)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Assessed Valuation, Bond Issues, *Educational Finance, *Elementary Secondary Education, Equalization Aid, Property Taxes, *Public Schools, School District Spending, *School Support, School Taxes, *State Aid, *State School District Relationship, Tables (Data)

This publication describes state funds transmitted to local agencies for the support of elementary and secondary education. Each distribution identified as a separate fund by the state is described in terms of (1) title, (2) legal citation, (3) appropriation for the school year or estimate, (4) percentage of total state funds transmitted, (5) expenditure restrictions, (6) calculation of district allowance, (7) state and local shares of the allowance, (8) district requirements for participation, (9) extent of participation, and (10) distribution schedule. In addition, the report in-

cludes information describing local property assessment procedures, state provisions for equalizing local assessments, local taxing authority and limits thereto, local borrowing provisions including the issuing and sale of bonds, voting requirements, limitation on debt, and provisions for school budgets and audits. Although technical in nature and intended primarily for persons familiar with the field of school finance, the publication can also be used by lay persons to gain a general understanding of the mechanics of state school finance programs. (Author/MLF)

ED 130 385 EA 008 764
Vetterli, Richard

Storming the Citadel: The Fundamental Revolution Against Progressive Education.

Pub Date 76

Note—59p.

Available from—Educational Media Press, P.O. Box 1852, Costa Mesa, California 92626 (\$4.95)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Alternative Schools, Curriculum, Discipline, *Educational Change, *Educational Methods, Elementary Secondary Education, Equal Education, Ethical Values, *Progressive Education

Identifiers—Fundamental Education, *Fundamental Schools, *Pasadena California Unified School District

The first four chapters ("Progressive Education," "The Impact of Progressive Education," "The Remedies: Focusing on the Wrong Problems," and "Progressive Education Challenged") examine the deleterious effect that progressive education has had on student achievement and on society as a whole. The last five chapters ("Fundamental Education," "The Pasadena Story: A Brief Summary," "Fundamental Schools," "The Fundamental Schools and Black Children," and "An Overview") emphasize the ideas behind the fundamental schools movement and give a brief history of the successful fundamental schools in the Pasadena, California, system. It is argued that the academic achievement of black and white students in fundamental schools is significantly greater than that of similar students in other kinds of schools. (IRT)

ED 130 386 95 EA 008 765
Nirenberg, John

Educational Vouchers—The Connecticut Experience: A Critical Appraisal. Final Report.

Connecticut State Dept. of Education, Hartford.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 76

Grant—NIE-G-76-0034

Note—168p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Decentralization, *Educational Alternatives, *Educational Finance, Educational Policy, *Education Vouchers, *Nonpublic School Aid, *Parent Participation, Parochial School Aid, Parochial Schools, Private Schools, State Departments of Education

Identifiers—*Connecticut (East Hartford)

This report represents a summary of the East Hartford, Connecticut, effort to establish an educational voucher system and the reasons for its defeat. Sections focus on the four basic issues that underlie any voucher plan: (1) nonpublic school involvement, (2) competition and the creation of an artificial market, (3) parent power and resultant decentralization, and (4) the creation and maintenance of alternative educational programs and services. The report also discusses the role of the state department of education and other agencies that will, or should be, involved with future voucher plans or similar innovations. (Author/IRT)

ED 130 387 95 EA 008 766
Aikman, William F. Kotin, Lawrence

Legal Implications of Compulsory Education. Final Report.

Massachusetts Center for Public Interest Law, Boston.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 17 May 76

Grant—NE-G-00-3-0161

Note—424p.; Not available in hard copy due to marginal legibility of original document; Appendices C, D, and E may be illegible due to small print

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Child Labor Legislation, *Constitutional Law, *Court Litigation, Educational History, Educational Legislation, *Federal Legislation, *School Attendance Legislation, *State Legislation

This report is an examination of the legal structure underlying state compulsory school attendance requirements and the likely legal and policy consequences that might result from repeal or amendment of the statutes that form that structure. Its purpose is twofold. First, it is to provide a useful presentation of the massive amount of federal and state constitutional, statutory, and case law directly relating to compulsory school attendance. Second, it is to analyze and comment on this body of law in such a manner as to provide the legal basis for an examination of the desirability of the requirement of compulsory attendance as it is currently defined in the United States. The examination begins with a review of the historical evolution of compulsory attendance laws and of the related system of laws regulating child labor. Each chapter contains a detailed commentary and a variety of specific conclusions about its content. (Author/IRT)

ED 130 388

EA 008 767

van Manen, Max

Notes on the Relationship Between the Language of the Practical, the Meaning of Experience and the Methodology of Curriculum Development.

Pub Date Apr 76

Note—43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Curriculum, *Educational Theories, Elementary Secondary Education, *Methods

The notion of the practical as a language for curriculum and the concept of curriculum as the study of educational experience are investigated and elaborated for their methodological implications. It is shown philosophically and by means of concrete illustrations that different forms of curriculum enquiry produce different forms of discourse and different modes of cognition or awareness. Thus, the meaning of the practical changes depending on the use functions of the curriculum knowledge. Suggestions are made for methodological possibilities of curriculum work and for linking curriculum thought to action. (Author)

ED 130 389

EA 008 768

School Facilities Evaluation Instrument. Educational Facility Series. A Guide to Planning.

New Jersey State Dept. of Education, Trenton. Bureau of Facility Planning.

Pub Date 76

Note—21p.; Not available in hard copy due to marginal legibility of original document Available from—Director, Bureau of Facility Planning Services, State Department of Education, 225 West State Street, Trenton, New Jersey 08625 (\$1.50, orders must be prepaid)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Facilities, *Evaluation Methods, *Facility Requirements, *Measurement Techniques, Pilot Projects, School Planning

Identifiers—*New Jersey

This school facilities evaluation instrument was used in a pilot survey of facilities in New Jersey, and will soon be used as part of a survey of all public school facilities in the state. While the pilot survey was made by an outside consultant, which will also be the case for the statewide survey, the instructions and format of this publication were prepared for use by the local school personnel or others not necessarily expert in the field of facility planning. Scoring for the state surveys was and will be handled by means of a computer program, this instrument permits hand scoring and provides guidelines for interpreting the scores. (Author)

ED 130 390

95

EA 008 769

Hall, Gene E.

Phases in the Adoption of Educational Innovations in Teacher Training Institutions.
Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Contract—OEC-6-10-108

Note—50p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adoption (Ideas), Change Agents, *Diffusion, *Educational Change, *Educational Innovation, Educational Planning, Higher Education, Universities

An attempt has been made to categorize phenomena observed as 20 teacher training institutions have adopted innovations and to extrapolate from these findings key concepts and principles that could form the basis for developing empirically testable hypotheses and could be of some immediate utility to those involved in innovation adoption. The concept of a user system oscillating between times of equilibrium and disequilibrium (which takes place during change) was a beginning point. It was then suggested that there are identifiable phases within the disequilibrium period. These phases are injection, examination, preparation, sampling, spread, and institutionalization. The last section of the paper presents a description of possible adoption strategies that can be employed and a listing of some principles to follow in planning for and managing innovation adoption in teacher training institutions. (Author/IRT)

ED 130 391

EA 008 770

Licata, Joseph W. Ellis, Elmer C.

Utilizing the Georgia Principal's Assessment System as a Resource in Constructing an Instructional Component for School Administrators.

Pub Date Oct 76

Note—13p.

Journal Cit—CCBC Notebook; v6 n1 p5-16 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Personnel, Educational Assessment, Elementary Secondary Education, *Inservice Programs, *Principals, Problem Solving, *Program Descriptions, Skills Identifiers—Field Oriented Competency Utilization System, *FOCUS, *Project ROME, Results Oriented Management in Education

The field-oriented, competency utilization system (FOCUS) training program attempts to specify a theoretical framework to practice utilizing a verified pool of competency statements and the assessment component of the Georgia Principal Assessment System. This paper depicts the developmental process that went into building the FOCUS instructional program. In developing the program, five steps were followed. (1) Competency was defined at a relatively high level of abstraction as the school administrator's demonstrated ability to identify and solve high priority school problems and to do so in terms of observable outcomes. (2) A theoretical framework for developing competency was selected. The framework involves initiating structure for school problem-solving, developing a problem definition, charting alternatives in terms of their consequences, stating objectives, and intervening for problem-solving. (3) The observable consequences of competency were identified. (4) Functional alternatives for the production of the observable consequences of competency were developed. (5) Operational definitions to substantiate the existence of these observable consequences in the field were specified. (Author/IRT)

ED 130 392

95

EA 008 771

Williams, Jeffrey W. Warf, Sallie L.

Education Directory. Public School Systems 1975-76.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES-76-153

Pub Date 76

Note—279p.; For a related document, see ED 089 458; Not available in hard copy due to small print size

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01559-5, \$2.65)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Directories, Elementary Secondary Education, *Public School Systems, *School Districts, School Size, *School Statistics, *School Superintendents, Student Enrollment, Tables (Data)

The primary purpose of this annual directory is to list all local agencies providing free public elementary and secondary education in the United States and its outlying areas. Included are agencies that provide general or both general and specialized education, but not those that provide only specialized education. The directory does not include area vocational-technical training systems nor does it include any area school systems that provide only special education. "Local" as used here denotes those agencies closest to the actual operation of the educational programs. Where administrative services are performed for more than one school district by a common superintendent, the resulting supervisory union is listed in addition to the local school districts. The main body of the directory lists, in alphabetical order by state, the following information for each system: name of unit, mailing address, county name, grade span, number of pupils, and number of schools. Also included are summary tables showing (1) the distribution of operating local public school systems and numbers of pupils by system size; (2) the number of such systems by grade span and size, by grade span and state, and by school system size and state; and (3) the number of operating and nonoperating public school systems by state or other area. (Author)

ED 130 393

EA 008 772

Anderson, Ellen, Ed.

Policymaking: A Challenge for School Board Members.

Texas Association of School Boards, Austin.

Pub Date 76

Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Board of Education Policy, Board of Education Role, Corporal Punishment, Court Litigation, *Discipline Policy, Educational Policy, Elementary Secondary Education, *Legal Responsibility, *Policy Formation, School Community Relationship, *School Law Identifiers—*Texas

This booklet consists of seven articles intended to introduce new school board members in Texas to the formation and implementation of educational policy, with particular emphasis on the legal requirements governing policy-making and other school board activities. The articles include the following: "Policy Development: An Overview," by Richard L. Hooker; "School Board Member Liability," by Lanier Cox; "Wood v. Strickland: An Analysis," by G. Ross Smith; "Hard Choices in School Discipline," by Arthur A. Kola; "Corporal Punishment: Update 1976," by Kelly Frels; "Exclusivity v. Individual Rights," by Ellen Anderson; and "School/Community Relations," by Larry Ascough. (JG)

ED 130 394

EA 008 773

Handbook for Texas School Board Members.

Texas Association of School Boards, Austin.

Pub Date 75

Note—83p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Board Administrator Relationship, Board of Education Policy, *Board of Education Role, *Boards of Education, Check Lists, Elementary Secondary Education, *Guidelines, Legal Responsibility, School Community Relationship, *School Law, Superintendent Role Identifiers—*Texas

This handbook is intended to provide school board members with a good basic understanding of the school board's duties and functions and its relationship to the community, the school administration, and the school staff. Chapters 1-4 focus in turn on the topics of school board organization and operation, school board-superintendent relationships, major functions of school boards, and school board-staff relations. The appendix provides a simplified guide to Texas school law, outlines responsibilities of the school board and the superintendent, lists sources of information and aid for Texas school board members, and presents a checklist for evaluating school board-superintendent cooperation. (Author/JG)

ED 130 395

EA 008 774

Topics for Educational Policymakers.

Texas Association of School Boards, Austin.

Pub Date 75

Note—58p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrator Evaluation, Administrator Qualifications, *Administrator Selection, *Board Administrator Relationship, Board of Education Policy, *Boards of Education, *Collective Bargaining, Court Litigation, *Due Process, Employer Employee Relationship, School Superintendents, Teacher Associations, *Teacher Evaluation, Teachers

The primary responsibility of school board members has always been the development of the policies that govern the school district. If these policies are to properly address the actual needs of the school district they must be based on an accurate and comprehensive knowledge of the issue confronting the district. This handbook is designed first to speak to the overall responsibilities of board members and then to speak to some of the specific issues that they will be dealing with. The six chapters are "Common Sense Concerning Employee Relations"; "School Superintendency Shopping Guide," by Nolan Estes; "Evaluation of Professional Educational Personnel," by Forrest Watson; "Substantive and Procedural Due Process for Teachers," by Russell R. Graham; "Educational Leadership—Steps for Survival," by Will D. Davis; and "Congratulations! You Made It!" by Laura T. Doing. (Author/IRT)

ED 130 396 EA 008 775
Campbell, Vincent N. Nichols, Daryl G.

Scaling Priorities: The Value Contribution Method.

Pub Date 76

Note—51p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Cost Effectiveness, *Educational Objectives, Evaluation Methods, Policy Formation, *Rating Scales, *Resource Allocations, Statistical Analysis

Identifiers—Priorities, *Value Contribution Method

Wise allocation of resources implies knowledge of which actions will yield the highest net benefit. Predicting benefit requires comparing objectives as to importance and setting priorities among them. This article discusses ways in which policymakers can set priorities rationally. The advantages of ratios for comparing priorities are discussed. The value contribution technique for estimating priorities is described and illustrated with a set of educational objectives. Applications of the method in Asia are reviewed, and the technique is evaluated. (Author)

ED 130 397 EA 008 776
Schreiber, Melvin Paige, Haskell E., Jr.

A Case Study of Complete Energy Management at the Herricks Union Free School District.

Pub Date [76]

Note—10p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cost Effectiveness, Elementary Secondary Education, *Energy Conservation, *Fuel Consumption, *Heating, *Management Systems, *School District Spending, School Improvement, Tables (Data)

Identifiers—Herricks Union Free School District NY, New York (New Hyde Park)

A school district energy management program reduced oil consumption 34 percent and electrical consumption 20 percent. Low cost modifications to the heating and ventilating equipment in the schools resulted in energy savings that "paid back" the labor plus material costs in less than a year. Each building was placed into an energy conservation condition, requiring the personnel using the facility to perform an action to obtain the "occupied" environmental condition. (Author/MLF)

ED 130 398 EA 008 778
Fredrickson, John H.

Open Space—Secondary Style.

Pub Date 76

Note—7p.; For a related document, see ED 119 361

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Environment, Educational Innovation, Flexible Facilities, High School Design, Individualized Instruction, *In-service Teacher Education, *Open Education, *Open Plan Schools, Secondary Education, *Teacher Attitudes

Identifiers—Michigan (Lawton)

While millions of dollars have been spent to build open space schools, relatively few have been allocated to teacher education, inservice training, and followup supervision. If a school district has a genuine commitment to an educational format that stresses student initiative and responsibility, backed by funds for staff development, teachers must be given encouragement. They need support from administrators, board members and parents; aid in developing both a philosophy and rationale for their approach; workshops where they can learn about teaching materials and develop curriculum ideas; and time to share these things with fellow teachers. (Author/MLF)

ED 130 399 EA 008 779
Status of Collective Bargaining for Non-Certified Staff. Vol. VIII, No. 4. Information Service Report.

National Council of State Education Associations, Washington, D.C.; National Education Association, Washington, D.C.

Pub Date Oct 76

Note—15p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Collective Bargaining, Elementary Secondary Education, *National Surveys, *Nonprofessional Personnel, *School Personnel, Statistical Data, Tables (Data), *Teacher Associations

This publication summarizes responses to a 1976 survey of state education associations that gathered information on collective bargaining policies and practices affecting noncertificated school employees throughout the United States. A total of 41 state associations responded to the survey. The survey included questions pertaining to state collective bargaining laws, state and local associations' policies on representation of noncertificated employees, collective bargaining for noncertificated employees, and representation of noncertificated employees by organizations other than state and local education associations. (JG)

ED 130 400 EA 008 781
Acrlan Contract Carpet Specification Guide.

Monsanto Textiles Co., Atlanta, Ga.

Pub Date [76]

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Carpeting, Fire Protection, Maintenance, *Merchandise Information, *Performance Criteria, *Performance Specifications, Purchasing, Safety, *Standards

The purpose of this guide is to assist specifiers in properly specifying carpet made of Monsanto Acrlan acrylic fiber. As carpet is used in an expanding range of applications, it must meet increasing and varying regulatory requirements. Performance needs vary with the type of environment in which the carpet is installed. Carpet construction must relate closely to specific fiber characteristics. And both quality installation and proper maintenance are essential to successful carpet performance. This guide provides the specifier with reference information and data and includes work sheets on which to develop a specification. Throughout the guide comments relative to the performance of Acrlan are indicated alongside performance descriptions. (Author/MLF)

ED 130 401 EA 008 782
Carpet Specifiers Guide. Ultram, Advanced Generation Nylon Carpet Fiber.

Monsanto Textiles Co., Atlanta, Ga.

Pub Date [76]

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Carpeting, Fire Protection, Maintenance, *Merchandise Information, *Performance Criteria, *Performance Specifications, Purchasing, Safety, *Standards

The purpose of this guide is to assist specifiers in properly specifying carpet made of Monsanto Ultram advanced generation nylon fiber. The guide describes a variety of conditions that should be considered in arriving at the proper selection and provides reference information and data, ranging from varying regulatory requirements, performance and construction technology, to special requirements that include quality installation and proper maintenance. (Author/MLF)

ED 130 402 EA 008 786
Leithwood, K. A. And Others

Planning Curriculum Change: A Model and Case Study. Research in Education/6.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 76

Note—127p.

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (\$5.85)

Document Not Available from EDRS.

Descriptors—Change Strategies, *Curriculum Development, Curriculum Evaluation, Curriculum Planning, *Educational Change, Elementary Secondary Education, Experimental Programs, *Mathematics Curriculum, *Models, *Program Descriptions, Program Development

Identifiers—Ontario (Peterborough County), Peterborough County Mathematics Project

This book describes and analyzes the processes involved in the development, implementation, and evaluation of the Peterborough County (Ontario) Mathematics Project (PCMP), a district-wide mathematics program. Apart from describing the features of the PCMP, the book is intended to provide insights into the complexities of school change. The conceptual framework of the book is a ten-stage change model developed by Leithwood, Russel, Clipham, and Robinson.

Chapter 1 provides a brief overview of the project and describes the organization of the book. Chapter 2 discusses the school change model and outlines specific evaluation procedures used for the project. Chapter 3 focuses on stages 1-5 of the change model, and chapter 4 reviews stages 6-10. Chapter 5 traces the operation of the district's Mathematics Advisory Committee, one of two groups responsible for implementation of the project. Chapter 6 describes the curriculum products developed during the project and a number of technical issues that were confronted. Chapter 7 examines the project's processes of change and implementation, using the theoretical constructs of the change model as conceptual tools. (Author/JG)

ED 130 403 EA 008 787
Williams, Ronald L.

Planning: Its Avoidance Aided the Failure of Some Open Space High Schools.

Pub Date [75]

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affective Behavior, Cognitive Development, Educational Change, Educational Philosophy, *Educational Research, *High School Design, *Open Plan Schools, *School Planning, *Secondary Education

Many educational leaders are now realizing that the extension of the open space from the elementary level to that of the secondary has proceeded without sufficient understanding of the educational, sociological, and physiological changes that are required for the open space high school to function. Research findings are cited and a bibliography is included in the report. (Author/MLF)

ED 130 404 EA 008 788
A Guide to Program Evaluation Vol. I.

Texas Southern Univ., Houston. Urban Resources Center.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Oct 74

Contract—HUD-1709

Note—74p.; For a related document, see EA 008 789; Exhibits may reproduce poorly due to small print size

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Bibliographies, Developmental Programs, *Evaluation Methods, Guidelines, *Models, *Program Evaluation, Records (Forms)

This booklet identifies basic techniques and methodologies for evaluating training and development programs. It also examines a selected number of methodologies that appear to be applicable to evaluating the results of program performance and achievement in many social and economic programs. Section 1 provides general information on evaluation and reviews some basic assumptions about evaluative research. Section 2 gives a brief explanation of the process of evaluation. Section 3 summarizes several selected program evaluation models, with emphasis on com-

paring the models and simplifying evaluation designs. Section 4 reviews other approaches to evaluation, and the appendix contains an extensive bibliography, as well as a sample evaluation form. (Author/JG)

ED 130 405 EA 008 789

Allen, Earl, Sr.
A Guide to Program Planning Vol. II.
Texas Southern Univ., Houston. Urban Resources Center.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.
Pub Date Oct 74
Contract—HUD-1709

Note—17p.; For a related document, see EA 008 788

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Guidelines, Objectives, Program Budgeting, *Program Development, Program Evaluation, *Program Planning

This booklet is a simplified guide for program planning and is intended to complement a somewhat lengthier companion booklet on program evaluation. It spells out in outline fashion the basic elements and steps involved in the planning process. Brief sections focus in turn on different phases of the planning process, including problem identification, program goals and objectives, program strategy, program implementation, program monitoring, program evaluation, and budget preparation. (Author/JG)

ED 130 406 EA 008 790

White, Anthony G.
Urban Property Taxation: I. Administrative Aspects. Exchange Bibliography 479.

Council of Planning Librarians, Monticello, Ill.
Pub Date Nov 73

Note—15p.; For related documents, see EA 008 791-792

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrative Policy, Assessed Valuation, *Bibliographies, *Financial Policy, *Property Appraisal, *Property Taxes, Publications, Reference Materials, Tax Rates

This is one of three related bibliographies listing publications dealing with the broad topic of property taxation. This particular volume deals with general purpose material (criticisms, suggestions, general theory and administration), as well as assessment practices, policy, evaluations of real and personal property taxation systems, and local government finance. Citations are listed alphabetically by author's name; a short separate section lists periodical publications in which materials on property taxation appear on a recurring basis. (Author/JG)

ED 130 407 EA 008 791

White, Anthony G.
Urban Property Taxation: II. Land and Location. Exchange Bibliography 480.

Council of Planning Librarians, Monticello, Ill.
Pub Date Nov 73

Note—14p.; For related documents, see EA 008 790-792

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Assessed Valuation, *Bibliographies, *Land Use, *Property Taxes, Publications, Reference Materials, *Urban Areas, Urban Renewal

This is one of three related bibliographies listing publications dealing with the broad topic of property taxation. This particular volume concerns some specialized fields of study, including locational theory, land use and taxation, property markets and valuation, housing, and urban renewal and redevelopment. Citations are listed alphabetically by author's name; a short separate section lists periodical publications in which materials on property taxation appear on a recurring basis. (Author/JG)

ED 130 408 EA 008 792

White, Anthony G.
Urban Property Taxation: III. Rejection and Reformulation. Exchange Bibliography 481.
Council of Planning Librarians, Monticello, Ill.
Pub Date Nov 73

Note—11p.; For related documents, see EA 008 790-791

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bibliographies, Court Litigation, *Educational Finance, Equalization Aid, *Finance Reform, Models, *Property Taxes, Publications, Reference Materials

This is one of three related bibliographies listing publications dealing with the broad topic of property taxation. This particular volume concerns variations on the central theme of reform. Included are sources dealing with redesigning systems, exemptions, judicial review, alternatives, limitations, equalization, differentials, and model laws. Considerable attention is devoted to the subject of school finance reform. Citations are listed alphabetically by author's name; a short separate section lists periodical publications in which materials on property taxation appear on a recurring basis. (Author/JG)

ED 130 409 EA 008 793

Cottrell, Mary And Others
Education in the Palo Alto Schools vs. Citizens for Excellence in Education. A Report.

Pub Date Mar 70
Note—103p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Community Attitudes, Community Involvement, *Community Problems, *Conflict, Cultural Factors, Elementary Secondary Education, Racial Integration, *School Community Relationship

Identifiers—*Citizens for a Multicultural Program, Palo Alto California Unified School District

This document is the work of a committee from a group of parents of Palo Alto known as the Citizens for a Multicultural Program. The group organized out of concern that an organized attack on the school district's multicultural program might destroy it before it had even begun. This report is intended to examine the source material of the Citizens for Excellence in Education (CEE), the organization attacking the program, and to correct the inaccurate and biased statements CEE produced by improperly using its sources. In addition, original materials available to the public have been used to refute unjust charges made by CEE against the Palo Alto Unified School District board of education and administration. (Author/IRT)

ED 130 410 EA 008 794

Sinnamon, Ian T.

Natural Disasters and Educational Building Design. An Introductory Review and Annotated Bibliography for the Asian Region. Educational Building Report 4.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date 76
Note—39p.

Available from—UNIPUB, Box 433, Murray Hill Station, New York, New York 10016 (\$3.30)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Accident Prevention, *Annotated Bibliographies, *Building Design, *Climatic Factors, Developing Nations, *Emergency Programs, Facility Guidelines, Fire Protection, Geographic Location, Performance Criteria, Performance Specifications, Physical Design Needs, Safety, *School Buildings, Site Analysis, Standards, Structural Building Systems

Identifiers—*Natural Disasters

This study presents an overview of collected literature relevant to school buildings, or building in general, in disaster-prone areas, together with some discussion of the role that school buildings, as a universally present community asset, may play in situations of crisis. The natural disasters referred to in this study include cyclones and other strong winds, flooding, earthquake, landslide, and fire. A brief note gives definitions of types of natural disasters derived from some of the works cited. Other emergency situations and hazards involving community action are the subject of occasional references in the text and within the works annotated. A section at the conclusion of each category lists the countries or regions referred to in the references within that category. (Author/MLF)

ED 130 411 EA 008 795

Munsterman, Richard E. Nasstrom, Roy R.
Teacher Negotiations in Indiana: The Second Frustrating Year.

Pub Date Aug 76

Note—13p.; Revised version of a paper presented at the National Conference of Professors of Educational Administration (Knoxville, Tennessee, August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Collective Bargaining, Employer Employee Relationship, Government Employees, *Industrial Relations, Labor Legislation, *Negotiation Impasses, State Legislation, *Tables (Data), *Teacher Employment, Teacher Strikes

Identifiers—*Indiana

This paper provides a brief overview of collective bargaining in public education in Indiana in 1975, the second year that school boards and teachers operated under a collective bargaining law. The authors analyze major factors and apparent trends related to bargaining and impasse issues, mediation and fact-finding practices, teacher strikes, and provisions of negotiated contracts. Throughout their discussion, the authors frequently compare the bargaining practices observed in 1975 with those of 1974, the first year the collective bargaining law was in effect. (Author/JG)

ED 130 412 EA 008 796

Hinojosa, David

A Study of the Relationships Between the Organizational Climate, the Pupil Control Ideology and the Self-Esteem and Power Dimensions of the Students' Self-Concept in Selected Elementary Schools in the Corpus Christi Independent School District.

Pub Date Dec 73

Note—130p.; Ph.D. Dissertation, University of Houston

Available from—Xerox University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan (Order No. 74-11, 854; \$15.00 xerography, \$7.50 microfilm)

Document Not Available from EDRS.

Descriptors—*Discipline, Doctoral Theses, Educational Research, Humanistic Education, *Organizational Climate, Questionnaires, *Self Concept, *Student Attitudes, *Student Teacher Relationship, Teacher Administrator Relationship

This study examined the organizational climate and pupil control ideology as perceived by teachers along with the self-esteem and power dimensions of the students' self-concept as perceived by students. The major thrust of the research was to look for the relationships that existed between these major constructs. A sample of 29 teachers and 779 students from the fourth and sixth grades participated in the study. A definite relationship existed between open and closed climates and high and low self-esteem scores. The relationship was positive in that the teachers with the more open climate scores had students with high self-esteem scores. The first chapter advances the hypotheses and the procedure for gathering the data, then relevant literature and research studies are reviewed in chapter two. The next two chapters describe the study design and instruments used, and analyze the data as they reflect on each of the hypotheses. The final chapter contains a summary, conclusions, and recommendations. (Author/MLF)

ED 130 413 EA 008 797

Bartholomew, Robert

An Evaluation of Human Performance Related to the Human Environment in an Educational Setting.

Pub Date [72]

Note—12p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Classroom Observation Techniques, *Educational Research, Higher Education, *Lighting, *Lights, Semantic Differential, Video Tape Recordings, *Visual Environment, *Visual Perception

Fifty-eight undergraduates took part in an experiment evaluating a full-spectrum light closely approximating natural sunlight and a cool-white fluorescent light commonly used in institutional settings. Four classes of a single teaching assistant

were used and each class was compared against itself under different lighting conditions. Data were gathered during each seminar (with videotapes) and after each seminar (with questionnaires). The results show that there was no differential effect in self-reported attitudes or videotaped behavior attributable to the respective lighting conditions. At the end of the experiment students were asked to judge the respective lights on 20 dimensions and express their overall preference for one light or the other. No significant overall preference was shown; however, there was a clear difference in the qualitative characteristics of the lights when direct observations and appraisals were made. (Author/MLF)

ED 130 414 EA 008 798

Bolmeier, Edward C.
Legality of Student Disciplinary Practices.

Pub Date 76

Note—194p.

Available from—The Michie Company, P.O. Box 7587, Charlottesville, Virginia 22906 (\$12.50)

Document Not Available from EDRS.

Descriptors—Corporal Punishment, *Court Cases, Court Litigation, *Discipline, Discipline Policy, *Due Process, Elementary Secondary Education, Expulsion, Guidelines, Legal Responsibility, *School Law, *Student Rights, Suspension

This book describes and analyzes recent court cases involving the broad topic of student discipline in an attempt to aid school officials in understanding and complying with the underlying legal principles governing this area of school law. Individual chapters focus on the topics of the in loco parentis doctrine, due process and student discipline, administration of corporal punishment, suspension and expulsion, and unorthodox disciplinary practices. (JG)

ED 130 415 EA 008 799

Wilson, L. A., II

A Partial Test of a Model of Citizen Response to School District Consolidation.

Pub Date 74

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Citizen Participation, *Consolidated Schools, Educational Finance, Elementary Secondary Education, Local Issues, *Political Influences, Public Opinion, *School Budget Elections, *School District Autonomy, Statistical Analysis, *Voting

The research reported here addresses the impact of school district consolidation on constituent support of educational expenditures. It is hypothesized that, regardless of the success of consolidation in satisfying its stated objective of providing a qualitatively improved education more efficiently, the loss of local control will, under certain circumstances, lead to a decrease in support for educational services. This is in large part the case because short-term losses will be perceived to outweigh long-range goals. In order to investigate the impact of school district consolidation on the support given for educational expenditures, two analytic strategies are adopted: (1) a cross-sectional analysis of negative voting in school budget elections for unified and nonunified school districts of Oregon during 1971-72, and (2) a quasi-experimental time series analysis of negative voting in one Oregon school district during the years 1957-72. If a negative impact on school budget elections is to be avoided, forced consolidation should either be abandoned or combined with legislation to have state government assume responsibility for the funding of education. However, forced consolidation leads to more than the lamentable passing of an anachronistic administrative unit; it represents a basic alteration in a form of self-government. (Author/IRT)

ED 130 416 EA 008 800

Maltby, Gregory P. And Others

An Analysis of Selected Factors Related to School Enrollment: The Development of a Computerized Enrollment Projection Model for Corvallis School District 509J, Benton County, Oregon.

Oregon Univ., Eugene. Bureau of Educational Research and Service.

Pub Date Apr 70

Note—121p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Computer Oriented Programs, Elementary Secondary Education, *Enrollment Projections, Enrollment Trends, Graphs, *Models, *Program Descriptions, *Program Development, *Statistical Analysis, Student Enrollment, Tables (Data)

Identifiers—*Corvallis Oregon School District 509J

This report discusses the analysis of selected factors related to public school enrollment and describes the development of a model for projecting student enrollment using a systems analysis approach. Chapter 1 discusses the purpose of the study, the techniques employed in the study, and the organization of the report. Chapters 2 and 3 provide an overview of the Corvallis (Oregon) metropolitan area and examines past and present enrollment trends for the Corvallis School District. Chapter 4 describes in detail the development and use of an enrollment projection model for the Corvallis School District, and chapter 5 applies the model described in chapter 4 to projecting enrollments for the Corvallis School District. (Author/JG)

ED 130 417 95 EA 008 801

Marschak, Thomas Thomason, Diana

Coordination Versus Local Expertise: A New View of School District Decentralization.

Social Action Research Center, Berkeley, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 76

Grant—NIE-G-74-0030

Note—83p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Administrative Organization, *Administrator Role, Case Studies (Education), *Decentralization, Elementary Secondary Education, Principals, *School Districts, School Role, *School Surveys, Tables (Data)

This report describes a study that sought to determine how a school district's performance changes if more freedom is given to school sites with regard to budgeting, curriculum, personnel matters, and parent communications, at the same time more of the district's administrative resources are made available for tasks of local expertise, rather than tasks of coordination. The study focuses on a comparison of two California school districts, including one traditional centralized district and one decentralized district. Data for the study were drawn from questionnaires completed by elementary school principals in each district, from unstructured interviews with five principals and key district office personnel from each district, and from an examination of various district office documents. The authors conclude that there is more local autonomy in the decentralized district, but that effective use of this freedom requires individual schools to devote greater effort to certain tasks of local expertise than schools in the centralized district devote. (Author/JG)

ED 130 418 95 EA 008 802

Projections of Teacher Supply and Demand to 1980-81. Commissioner's Report on the Education Professions 1974-75.

Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-76-12011

Pub Date [76]

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Trends, Elementary Secondary Education, *Employment Projections, Models, Prediction, *Tables (Data), *Teacher Employment, *Teacher Supply and Demand

This booklet presents projections of supply and demand for elementary and secondary public and nonpublic school teachers for the United States for the years 1975-76 through 1980-81. Three alternative sets of projections are presented, based on assumptions of high, intermediate, and low rates of teacher turnover. Chapter 1 describes the objectives, scope, and approach of the study and briefly summarizes its findings; chapter 2 discusses the projection model that was used; and chapter 3 presents the study's results and conclusions. (Author/JG)

ED 130 419 EA 008 803

Elementary-Secondary Guide for Oregon Schools.

Part I. Minimum Standards for Public Schools.

Oregon State Dept. of Education, Salem.

Pub Date 76

Note—21p.; For a related document, see ED 109 753

Available from—Documents Clerk, Oregon Department of Education, 942 Lancaster Drive N.E., Salem, Oregon 97310

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Policy, *Elementary Secondary Education, *State Boards of Education, State Legislation, *State Standards

Identifiers—*Oregon

This booklet presents revised minimum standards for Oregon public schools, as formally adopted by the Oregon State Board of Education in June 1976. Separate sections of the standards focus in turn on educational goals, accreditation, instructional planning, instructional programs, student services, staff and class load, media and materials, facilities, safety, and auxiliary services. In addition to presenting the complete text of the revised standards, the booklet also includes the required schedule for implementation of the new standards, and excerpts from various Oregon statutes and administrative rules related to minimum school standards. (JG)

ED 130 420 EA 008 804

Using Construction Management for Public and Institutional Facilities.

Public Technology, Inc., Washington, D.C.

Spons Agency—General Services Administration, Washington, D.C.

Pub Date Mar 76

Grant—GS-OOB-02104

Note—83p.; Table 5 may reproduce poorly due to small print size

Available from—Public Technology, Inc., Building Technology Program, 1140 Connecticut Avenue, N.W., Washington, D.C. 20036 (\$6.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Building Innovation, *Community Agencies (Public), Construction Costs, *Construction Management, Construction Needs, *Construction Programs, *Cost Effectiveness, Facility Requirements, Occupational Information, *Professional Services, Records (Forms)

Construction management has been developed as an alternative to the traditional public building process and seeks to save an owner time and cost primarily through better activity coordination and project management. This report was developed to guide public agencies in their evaluation of construction management for their particular needs. It describes the several forms of construction management and provides a process that public administrations can use to determine whether and how they want to use construction management. Guidelines and a process are outlined for evaluating, selecting, and contracting to obtain construction management services. (Author/MLF)

ED 130 421 EA 008 805

Wayson, William W.

Schools for Educating Responsible Citizens for 2000 A.D.

Pub Date Sep 74

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Role, *Behavioral Objectives, *Change Strategies, *Educational Change, Educational Objectives, Elementary Secondary Education, Organizational Change, Post Secondary Education, Principals, *Teacher Role

If we do not fundamentally alter roles and relationships within the school, we will fail to educate large numbers of our pupils. The directions to take should be evident after we describe what we want the student to do when he faces the dilemmas of life. Then one may determine the necessary instructional strategies. Those strategies depend on certain teaching behaviors and skills that can be described. Since organization is an important tool for facilitating the behaviors of teachers, one may design the organization to enhance the desired teaching. In schools, the functions of the principal are vital for building such an organization. This reasoning could also extend to other positions, such as the superintendent, and to other agencies, such as the graduate school, that all share the responsibility for the outcomes of schooling. (Author/JG)

ED 130 422 EA 008 806

Wayson, William W.

Creating Non-Disruption-Prone Schools. Report to Senate Subcommittee on Juvenile Delinquency.

Pub Date 20 Feb 76

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Change Strategies, Delinquency, *Delinquency Prevention, Elementary Secondary Education, Organizational Climate, *School Environment, School Organization, School Personnel, School Policy, *Student Behavior, *Student School Relationship

Little reliable evidence exists, but observers agree that much student-perpetrated violence and disruption is caused by school policy, school procedures, and various types of habitual behavior that distinguish different schools. Focusing remedial efforts on those attributes of schools that precipitate deviant or delinquent behavior is both more economically efficient and educationally productive than directing resources toward individual controls or remediation. Much student behavior is heavily influenced by organizational attributes that are not directly related to classroom instruction. Those organizational characteristics constitute norms that strongly influence what people do in the school. Personnel in disruption-prone schools must learn to recognize these norms and must be taught how to implement new ones. To create the desired educational climate, it is imperative to bring together all levels of the staff, thus minimizing status differences and opening communications. (Author/JG)

ED 130 423

EA 008 807

Sullivan, John Joseph

A Study of Selected Factors Related to the Successful Institutionalization of Educational Change.

Pub Date Dec 73

Note—76p.; Ph.D. Dissertation, University of Massachusetts

Available from—Xerox University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-15,044; \$15.00 xerography, \$7.50 microfilm)

Document Not Available from EDRS.

Descriptors—*Adoption (Ideas), *Change Agents, *Change Strategies, Doctoral Theses, Educational Administration, *Educational Change, *Educational Innovation, Federal Aid, Individual Characteristics, School Superintendents, School Systems

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Massachusetts

The study examines selected characteristics of the innovator, the innovation, and the school system as related to attempts at educational innovation through ESEA Title III proposals in 1966 in Massachusetts. An attempt is made to identify those characteristics, associated with successful institutionalization, in the hope of indicating implications for future innovative efforts. All 138 ESEA Title III proposals submitted in the state in 1966 provide the sample for this study. Questionnaires were sent to the superintendents of school systems that submitted proposals. The study compared data from 69 responding communities that submitted 101 proposals for educational innovations. The data indicated a significant difference between institutionalized proposals and proposals that were not adopted locally on only one factor. That factor was the number of categories of people participating in the development of the original proposal: participation of more categories of people was positively associated with the institutionalization of the innovation. (Author/MLF)

ED 130 424

95

EA 008 809

Training for Leadership in Local Educational Improvement Programs. Instructor's Guide.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—RT-3-0001

Pub Date 75

Contract—NE-8-00-3-0001

Note—27p.; For related documents, see EA 008 810-819

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Personnel, *Educational Change, *Educational Improvement, Educational Innovation, Elementary Secondary Education, Higher Education, Instructional Programs, *Leadership Training, Professional Education, *Teaching Guides

This instructor's guide is for use in teaching components of a ten-unit training program for

leadership in local educational change. The program offers training for persons holding, or preparing to hold, positions of leadership in planning and conducting school improvement programs. The training program consists of ten stand-alone, self-instructional units that can be completed in from one-half day to two days depending on the length of the unit and the student's prior knowledge of the topic. The units are entitled "Training Program Introduction and General Study Plan Guide," "Theory and Strategies for Local Educational Improvement," "Task Flow for Designing and Conducting Local Educational Improvement Programs," "Individualization, Mastery, and Student Self-Direction as Themes of Educational Reform, with Related Innovations," "Personal/Social Development as a Theme of Educational Reform, with Related Innovations," "Relevance as a Theme of Educational Reform, with Related Innovations," "Selecting a Local Educational Improvement Program," "Analyzing and Improving the Implementation of a Local Educational Program," and "Diffusing Educational Improvement Programs within a School System." This guide focuses on helping students complete their study plans. (Author/IRT)

ED 130 425

95

EA 008 810

Training for Leadership in Local Educational Improvement Programs. Unit 1. Training Program Introduction and General Study Plan Guide.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—RT-3-0001

Pub Date 75

Contract—NE-8-00-3-0001

Note—49p.; For related documents, see EA 008 809-819

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Personnel, *Educational Improvement, *Educational Objectives, Elementary Secondary Education, Instructional Programs, *Leadership Training, *Study Guides

This is one unit of a ten-unit program offering training for leadership in selecting, planning, and conducting any sort of educational improvement program in a school or school system. The present unit gives an introduction to the training program by presenting the five study objectives and describes the General Study Plan Guide to the student's work on the remaining units. The five objectives are listed and illustrate general types of local educational improvement programs, identify and describe common shortcomings in local educational improvement programs, identify and describe positions calling for a specialty in local educational improvement, outline general qualifications for a local educational improvement specialty, and outline needs for training in a local educational improvement specialty. The General Study Plan Guide gives brief descriptions of units 2-10, then gives a procedure for the student, with or without an instructor's assistance, to develop a personal plan for studying any of these units. In each unit selected for study, the student will use the Unit Study Plan Guide in arriving at a specific plan for study. (Author/IRT)

ED 130 426

95

EA 008 811

Heathers, Glen

Training for Leadership in Local Educational Improvement Programs. Unit 2. Theory and Strategies of Planned Change in Education.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—RT-3-0001

Pub Date 75

Contract—NE-8-00-3-0001

Note—68p.; For related documents, see EA 008 809-819; Page 49 may not reproduce clearly due to small print

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrative Personnel, *Change Strategies, *Educational Change, *Educational Improvement, Elementary Secondary Education, *Instructional Programs, *Leadership Training, School Systems

This unit reviews educational theory and its relationships to educational practice. Its purpose is not to survey various theories of planned educational change since there is an extensive body

of literature dealing with this topic. Theory, as presented in this unit, is tied closely to strategies that can guide leaders in planning and conducting local educational change programs. After study of this unit, one should be able to do the following: define theory, distinguishing hypotheses from principles or laws; relate theory to practice; define change strategy and explain how it relates to theory; describe and compare consumer-centered and product-centered change strategies; outline the purposes and procedures of field testing, demonstrating, disseminating, and marketing educational products; compare pilot-test and total-system strategies of local change; compare authoritarian and participatory change strategies; describe the roles of external and internal change specialists; and outline the role of the resource linkage agent in educational change. (Author/IRT)

ED 130 427

95

EA 008 812

Heathers, Glen Brown, Mary V.

Training for Leadership in Local Educational Improvement Programs. Unit 3. Task Flow for Designing and Conducting Local Educational Improvement Programs.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—RT-3-0001

Pub Date 75

Contract—NE-8-00-3-0001

Note—152p.; For related documents, see EA 008 809-819

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Administrative Personnel, *Educational Change, *Educational Improvement, *Educational Planning, Elementary Secondary Education, Instructional Programs, *Leadership Training, *Problem Solving, School Systems

The purpose of this unit is to give an introduction to the phases of a change program rather than to give a specific training for leadership in conducting each phase. The task flow is presented as an application of a general problem-solving model. A person who completes this program should be able to define the problem-solving process, list its essential components, and illustrate each with examples drawn from everyday life; list the phases in a task flow for planning and conducting a local educational improvement program; list steps in conducting a needs analysis as a basis for deciding on a change program; specify requirements to be met in a search for national and local resources that could meet needs that have been identified; specify general requirements for selecting a change program that promises to meet needs that have been identified; outline requirements to be met in designing a change program; specify kinds of preparations needed for installing a change program; specify requirements for analyzing and assessing the implementation of a change program; specify requirements for assessing the outcomes of a change program; and specify bases for deciding whether to abandon, change, continue, or expand a change program. (Author/IRT)

ED 130 428

95

EA 008 813

Heathers, Glen Floor, Lucretia

Training for Leadership in Local Educational Improvement Programs. Unit 4. Individualization, Mastery, and Student Self-Direction as Themes of Educational Reform, with Related Innovations.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—RT-3-0001

Pub Date 75

Contract—NE-8-00-3-0001

Note—142p.; For related documents, see EA 008 809-819; Pages 50-53 and 122-126 of the original document are copyrighted and therefore not available. They are not included in the pagination; Pages 89-92 may not reproduce clearly due to small type size

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Educational Improvement, Educational Innovation, Elementary Secondary Education, Homogeneous Grouping, *Individualized Instruction, Instructional Programs, *Leadership Training, Nongraded Classes, Open Education, Self Directed Groups

On completion of this unit, one should be capable of performing each of the following unit objectives: describe individual differences among students; describe individualized instruction, list modes of individualization, and present a general instructional model of individualization; justify student self-direction as a learning goal and as a requirement for individualized instruction; describe three modes of student self-direction and show how each contributes to individualizing instruction; review your own experiences with self-directed learning within and outside of school; define mastery-referenced instruction and state the advantages of employing a mastery criterion for students and teaching staff; state the requirements for employing a mastery criterion in individualized instruction; describe and evaluate varieties of homogeneous grouping as approaches to individualizing instruction; describe and evaluate nongrading, cooperative teaching, and the open classroom as approaches to individualization; compare individually prescribed instruction, Program for Learning in Accordance with Needs, and the open classroom in terms of their provisions for student self-direction and mastery; identify or describe an individualized program you would recommend to a school district and justify your choice; and state your view on the values for the student's intellectual and personal development of individualization, self-direction, and mastery learning. (Author/IRT)

ED 130 429 95 EA 008 814

Heathers, Glen

Training for Leadership in Local Educational Improvement Programs. Unit 5. Enquiry As a Theme of Educational Reform, with Related Innovations.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Bureau No.—RT-3-0001

Pub Date 75

Contract—NE-8-00-3-0001

Note—89p.; For related documents, see EA 008 809-819

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administrative Personnel, *Curriculum Development, Educational Change, Educational Improvement, *Educational Innovation, Elementary Secondary Education, *Leadership Training, *Models, Problem Solving, *Teaching Methods

This unit studies enquiry as a type of educational goal and examines ways in which the teaching of enquiry is becoming a key emphasis in elementary and secondary schools. The unit's objectives focus on the definition and requirements for enquiry-focused instruction, a rationale for enquiry-focused instruction, the relations between ideas and enquiry, models for enquiry, analyzing curricula in terms of enquiry, analyzing instruction in terms of enquiry, and assisting a school district in introducing enquiry-focused instruction. (Author/IRT)

ED 130 430 95 EA 008 815

Heathers, Glen

Training for Leadership in Local Educational Improvement Programs. Unit 6. Personal/Social Development As an Educational Theme, with Related Innovations.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Bureau No.—RT-3-0001

Pub Date 75

Contract—NE-8-00-3-0001

Note—147p.; For related documents, see EA 008 809-819

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Administrative Personnel, *Affective Behavior, Curriculum, Educational Improvement, Educational Innovation, Elementary Secondary Education, *Humanistic Education, Individualized Instruction, *Leadership Training, *Personal Values, *Self Concept, Student Behavior, *Student Development

The development of the student as person and as group or community member became a major theme of educational innovation during the 1960s. Previously, most educators had sought to make a sharp distinction between intellectual and personal/social development, assigning the first to the schools, the latter to home and community.

This distinction has been abandoned by many educational innovators who contend that the development of such attributes as positive self-concepts, self-management, interests, values, and interpersonal competencies is at least as important in the education of the individual as the development of intellectual skills and knowledge. There has also been a fuller realization that intellectual and emotional/social development are closely interwoven. Intellectual development depends heavily on the student's adjustment to self and others and on his interests and values. Correspondingly, personal/social development has essential intellectual components—thinking, planning, valuing, and choosing. This unit focuses on such goals as describing how traditional curricula foster negative self-concepts in girls and minority-group members, and how this can be corrected; describing instructional approaches that foster positive self-concepts; and describing how the group-project approach can be used to teach students interpersonal competencies. (Author/IRT)

ED 130 431 95 EA 008 816

Johnson, James S. Heathers, Glen

Training for Leadership in Local Educational Improvement Programs. Unit 7. Relevance As an Educational Theme with Related Innovations.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Bureau No.—RT-3-0001

Pub Date 75

Contract—NE-8-00-3-0001

Note—90p.; For related documents, see EA 008 809-819; Pages 33-39, 46-48, 56-57, and 64-73 of the original document are copyrighted and therefore not available. They are not included in the pagination

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administrative Personnel, *Alternative Schools, *Community Involvement, Curriculum, Educational Change, *Educational Innovation, Elementary Secondary Education, *Leadership Training, Minority Groups, Private Schools, *Relevance (Education), *Student Participation

This unit has three major purposes: to identify and examine criteria of relevance, to review evidence on the schools' failure to satisfy these criteria, and to survey approaches to making the schools more relevant in terms of these criteria. The unit objectives are to define relevance as related to school programs; list major criteria for judging the relevance of school programs; survey the evidence for lack of relevance of school programs for students generally; survey the evidence for lack of relevance of school programs for members of minority groups; describe student participation in decision-making as an approach to increasing the relevance of school programs; describe community participation in decision-making as an approach to increasing the relevance of school programs; describe changes in curriculum and instruction designed to increase the relevance of the school program for students generally; describe changes in curriculum and instruction designed to increase the relevance of the schools for members of minority groups; describe alternative schools as an approach to increasing the relevance of education; compare private alternative schools with alternative programs within public schools as approaches to increasing the relevance of education; and analyze and evaluate instruction in terms of relevance, using an observational checklist. (Author/IRT)

ED 130 432 95 EA 008 817

Taylor, Beverly Loy

Training for Leadership in Local Educational Improvement Programs. Unit 8. Selecting an Educational Improvement Program.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Bureau No.—RT-3-0001

Pub Date 75

Contract—NE-8-00-3-0001

Note—109p.; For related documents, see EA 008 809-819; Page 76 may be illegible

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrative Personnel, Educational Change, *Educational Innovation, Ele-

mentary Secondary Education, *Leadership Training, *Problem Solving, Program Development

A key assignment for a person with a specialty in local educational improvement is that of providing a school district with leadership in choosing a program that will meet needs for improvement in some area of concern. This unit presents a problem-solving model as one way of identifying problems and their causes, surveying a range of potential solutions, and considering local factors that might affect implementation of any choices so that the eventual selection of an improvement program is a suitable one and proves itself to be successful. A person who finishes this unit should be able to outline steps in selecting an educational improvement program, identify the area in which educational improvement is needed, specify aims in the area of concern, assess shortcomings in accomplishing aims in an area needing improvement, determine likely causes for shortcomings in an area of concern, identify alternative resources for remedying shortcomings in an area of concern, assess local factors favoring or opposing adoption of each resource identified as a likely solution to shortcomings, and select an educational improvement program based on alternative resources and local positive and negative factors. (Author/IRT)

ED 130 433 95 EA 008 818

McAdams, John A. Taylor, Beverly Loy

Training for Leadership in Local Educational Improvement Programs. Unit 9. Analyzing and Improving the Implementation of a Local Educational Program.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Bureau No.—RT-3-0001

Pub Date 75

Contract—NE-8-00-3-0001

Note—104p.; For related documents, see EA 008 809-819; Page 71 may be illegible

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrative Personnel, *Adoption (Ideas), Educational Change, *Educational Innovation, Elementary Secondary Education, *Instructional Programs, *Leadership Training, Program Design, *Program Evaluation, School Systems

No educational program, however well designed, will be successful unless it is effectively implemented. This is just as true of "traditional" programs as of innovative or changed programs that are newly introduced in a school system. Very often, what a school system should undertake is improving the implementation of traditional programs rather than introducing new programs. The same is true of a change program that has been underway for a reasonable period; often the need is to make its implementation more effective. A person who completes this unit should be able to identify and list the essential feature of a local educational program from a written or oral description of it, design a plan for assessing the implementation of the features of an educational program, design a plan for conducting a casual analysis of shortcomings in the implementation of an educational program, design a plan for identifying and evaluating resources likely to overcome the shortcomings identified, and design a plan for improving the implementation of an educational program. (Author/IRT)

ED 130 434 95 EA 008 819

Floor, Lucretia J.

Training for Leadership in Local Educational Improvement Programs. Unit 10. Diffusing Educational Improvement Programs Within a School System.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Bureau No.—RT-3-0001

Pub Date 75

Contract—NE-8-00-3-0001

Note—76p.; For related documents, see EA 008 809-818

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administrative Personnel, *Adoption (Ideas), *Diffusion, Educational Change, *Educational Innovation, Educational Planning, Elementary Secondary Education, Experimental Programs, *Instructional Programs, *Leadership Training, *School Systems

This unit is concerned with problems and strategies involved in achieving systemwide improvements within a school district rather than having such improvements occur only in a fraction of classrooms or schools. A person who completes this unit should be able to accomplish the following objectives: define diffusion within a school system and indicate patterns in which changes can spread, illustrate needs for change that usually are systemwide and others that may be confined to one school, justify the spread of change programs across levels to meet the needs of students as they progress through the grades, identify reasons why a successful pilot program may fail to spread on a systemwide basis, state the conditions under which a pilot test approach to a change program is indicated and state its advantages, state the conditions under which an initial systemwide adoption of a change program is indicated and state its advantages, demonstrate the advantages of combining an initial pilot project with systemwide participation in planning toward eventual diffusion, define and illustrate the theme approach to systemwide change and state its advantages, list the advantages of a homemade product or program for systemwide diffusion, critique a local change strategy and outline a superior strategy for meeting system needs, and outline a plan for introducing and diffusing an innovative program systemwide. (Author/IRT)

ED 130 435 EA 008 820

Davis, Harold S.
Educational Service Centers in the U.S.A.

Connecticut State Dept. of Education, Hartford.
Pub Date Oct 76
Note—109p.

Available from—Dr. Frank R. Yulo, Study Coordinator, Administration and Supervision Department, Southern Connecticut State College, New Haven, Connecticut 06515 (\$3.00 pre-paid; checks must be made payable to "ACES-ESC Study")

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographies, *Educational Legislation, *Education Service Centers, *Intermediate Administrative Units, Program Descriptions, Regional Cooperation, *State Legislation, State Programs

Over the years, thousands of school systems have joined forces to provide a variety of services for their pupils. Some are relatively simple cooperatives created for a single purpose such as provision of vocational-technical or special education. Others are rather sophisticated organizations offering everything from inservice education for teachers to mass purchasing and data processing. Efforts range from low-key voluntary efforts aided by permissive legislation to complex agencies supported by mandatory acts. Those looking for the "best" system have many models from which to choose. To better understand the diverse approaches used in various states, the author has chosen to employ four categories: permissive (those states with specific legislation encouraging the development of educational service centers on a voluntary basis); mandatory (those states with legislation mandating the formation of centers and that also make membership mandatory); mandatory/voluntary (those states with legislation mandating the formation of centers, but that leave membership voluntary); and no legislation (those states without legislation regarding the formation of educational service centers). Chapters are arranged according to these four categories and are internally structured according to historical development. (Author/IRT)

ED 130 436 EA 008 821

Paying for Schools and Colleges. A Ford Foundation Report.

Ford Foundation, New York, N.Y.

Pub Date 76

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Educational Finance, Elementary Secondary Education, Federal Aid, *Finance Reform, *Foundation Programs, Higher Education, Program Descriptions

Identifiers—Ford Foundation

Over the past eight years the Ford Foundation has granted some \$20 million for support of activities related to the financing and management of public and higher education. This report describes some of these efforts. The Foundation's activities in public education include support of

analysis of the legal background of school finance, analysis of the issues, inquiry by scholars, and litigation and legislative efforts. (Author/IRT)

ED 130 437 EA 008 822

Haroun, Jack T., Ed.

Good School Maintenance. A Manual of Programs and Procedures for Buildings—Grounds—Equipment.

Illinois Association of School Boards, Springfield.

Pub Date 76

Note—151p.

Available from—Illinois Association of School Boards, 330 Iles Park Place, Springfield, Illinois 62718 (\$15.00, quantity discounts)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrator Guides, Check Lists, *Electrical Systems, Energy Conservation, *Equipment Maintenance, Food Handling Facilities, Grounds Keepers, Landscaping, Management, *Mechanical Equipment, Records (Forms), Sanitation, Scheduling, *School Maintenance, School Safety, Supervisors, Waste Disposal

This guide provides a basic program for managers and supervisors responsible for the care of buildings, grounds, and equipment; provides the maintenance staff member with basic information and solutions to typical problems; and is intended to be used as a training tool and a reference source. The manual is divided into five categories. (1) "Basics of Good School Maintenance" covers management concepts, energy conservation, safety, and building design. (2) "General Building Maintenance" provides basic methods for organizing and carrying out procedures for routine cleaning and external building care. (3) "Grounds Maintenance" offers management programs and step-by-step procedures for the care of trees, shrubs, lawns, and asphalt surfaces. (4) "Mechanical Equipment" covers routing maintenance and repair procedures for heating and air conditioning systems (from boilers to temperature controls), sanitary systems and fixtures, sewage treatment plants, electrical systems, and food service equipment. (5) "Management Tools Appendix" provides ready-to-use forms for work assignments, record keeping, work evaluations, and physical plant inspections. (Author/MLF)

ED 130 438 EA 008 823

Weinstein, Greg R.

Teacher Evaluation: The Principal's Role. OSSC Bulletin Vol. 20, No. 3.

Oregon School Study Council, Eugene.

Pub Date Nov 76

Note—28p.

Available from—Oregon School Study Council, 124 College of Education, University of Oregon, Eugene, Oregon 97403 (\$1.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administrator Role, Elementary Secondary Education, *Evaluation Methods, *Interpersonal Relationship, Interprofessional Relationship, *Principals, Teacher Administrator Relationship, *Teacher Evaluation

The many issues confronting teacher evaluation can be consolidated into three general questions: (1) Who is responsible for evaluating teachers? (2) What evaluation instrument will be relevant and valid for the purposes intended? (3) What conditions are present when dealing with the human relation difficulties inherent in the evaluation process? The problems discussed represent general areas of dissonance in the field of teacher evaluation and are by no means inclusive of all concerns in this area. The purpose of the discussion is to introduce the reader to certain controversial issues and to specify how these issues affect the role of the principal. No attempt is made to provide "cookbook" answers to the issues raised, as none appear to exist. (Author/IRT)

ED 130 439 EA 008 824

Meyers, Russell W.

The Imperative of Leadership I. A Report of Educational Governance.

National Association of State Boards of Education, Denver, Colo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation; New York State Education Dept., Albany.

Pub Date [76]

Note—17p.

Available from—National Association of State Boards of Education, 810 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80295 (\$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Board of Education Role, Educational Policy, Elementary Secondary Education, *Governance, Governing Boards, *Political Power, *State Boards of Education, State School District Relationship

This booklet is one of a series of reports addressing the most critical issues confronting state boards of education throughout the United States. Each report attempts to present a concise, informative review and analysis of the best and most current information available on one of these critical topics. This booklet focuses on state governance of education and more specifically, on the role of the state board in educational governance. Section 1 contains a brief overview and summary of the booklet; section 2 presents a review and analysis of educational governance by Russell W. Meyers; section 3 presents a number of action alternatives for state boards recommended by the staff of the National Association of State Boards of Education; and section 4 contains footnotes and a brief annotated bibliography prepared by the author of section 2. (Author/JG)

ED 130 440 80 EA 008 825

Kirst, Michael W.

The Imperative of Leadership III. A Report on Strengthening and Improving Relationships Between State Boards of Education and Legislators.

National Association of State Boards of Education, Denver, Colo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation; New York State Education Dept., Albany.

Pub Date Oct 75

Note—17p.

Available from—National Association of State Boards of Education, 810 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80295 (\$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Board Administrator Relationship, Board of Education Role, Chief Administrators, Educational Policy, Elementary Secondary Education, *Governance, Government Role, *Legislators, *Policy Formation, *Political Influences, *State Boards of Education

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

This booklet is one of a series of reports addressing the most critical issues confronting state boards of education throughout the United States. Each report attempts to present a concise, informative review and analysis of the best and most current information available on one of these critical topics. This booklet focuses on improving relationships between state boards of education and state legislators. Section 1 contains a brief overview and summary of the booklet; section 2 presents a review and analysis of the political role of state boards of education by Michael W. Kirst; section 3 presents a number of action alternatives recommended by the staff of the National Association of State Boards of Education; and section 4 contains footnotes and a brief annotated bibliography prepared by the author of section 2. (Author/JG)

ED 130 441 80 EA 008 826

Olson, Arthur R.

The Imperative of Leadership IV. A Report on Accountability and Assessment.

National Association of State Boards of Education, Denver, Colo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation; New York State Education Dept., Albany.

Pub Date Nov 75

Note—17p.; Not available in hard copy due to small type size of original document

Available from—National Association of State Boards of Education, 810 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80295 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Board of Education Role, *Educational Accountability, Educational Administration, Educational Assessment, *Educational

Policy, Elementary Secondary Education, Government Role, Management by Objectives, *Models, *Political Influences, *State Boards of Education

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

This booklet is one of a series of reports addressing the most critical issues confronting state boards of education throughout the United States. Each report attempts to present a concise, informative review and analysis of the best and most current information available on one of these critical topics. This booklet focuses on issues related to the use of educational accountability and assessment models at the state level. Section 1 contains a brief overview and summary of the booklet; section 2 presents a review and analysis of educational accountability and assessment by Arthur R. Olson; section 3 presents a number of action alternatives recommended by the staff of the National Association of State Boards of Education; and section 4 contains footnotes and a brief annotated bibliography prepared by the author of section 2. (Author/JG)

ED 130 442 80 EA 008 827
Nelsen, Edward A. And Others

The Imperative of Leadership V. A Report on Education of Disadvantaged and Minority Children: A Multicultural Perspective.

National Association of State Boards of Education, Denver, Colo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation; New York State Education Dept., Albany.

Pub Date Jan 76

Note—17p.; Not available in hard copy due to small print size of original document

Available from—National Association of State Boards of Education, 810 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80295 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Board of Education Role, Citizen Participation, *Compensatory Education Programs, *Culturally Disadvantaged, *Disadvantaged Youth, Elementary Secondary Education, *Guidelines, Parent School Relationship, *Program Planning, *State Boards of Education

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

This booklet is one of a series of reports addressing the most critical issues confronting state boards of education throughout the United States. Each report attempts to present a concise, informative review and analysis of the best and most current information available on one of these critical topics. This booklet focuses on compensatory education programs for disadvantaged and minority children. Section 1 contains a brief overview and summary of the booklet; section 2 presents a review and analysis of goals and strategies for educating disadvantaged children by Edward A. Nelsen, Robert E. Grinder, and Morrison F. Warren; section 3 presents a number of action alternatives recommended by the staff of the National Association of State Boards of Education; and section 4 contains footnotes and a brief annotated bibliography prepared by the authors of section 2. (Author/JG)

ED 130 443 80 EA 008 828
Folger, John K. And Others

The Imperative of Leadership VI. A Report on the Planning, Improvement and Governance of Vocational and Vocational Technical Education.

National Association of State Boards of Education, Denver, Colo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation; New York State Education Dept., Albany.

Pub Date Feb 76

Note—17p.
Available from—National Association of State Boards of Education, 810 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80295 (\$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Agency Role, Board of Education Role, Elementary Secondary Education, Governance, *Guidelines, Post Secondary Education, Program Coordination, *State Agencies,

*State Boards of Education, *Statewide Planning, *Vocational Education

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, State Advisory Councils on Vocational Education

This booklet is one of a series of reports addressing the most critical issues confronting state boards of education throughout the United States. Each report attempts to present a concise, informative review and analysis of the best and most current information available on one of these critical topics. This booklet focuses on statewide planning and governance of vocational education, and particularly on the role of state boards of education and state advisory councils on vocational education. Section 1 presents a brief overview and summary of the booklet. Section 2 contains three related articles, including "The Role and Responsibilities of State Boards of Education in State Planning and Coordination of Postsecondary Vocational Education," by John K. Folger and Aims C. McGuinness, Jr.; "The Role of the State Advisory Councils on Vocational Education and Their Relationships to State Boards of Education," by Reginald Petty; and "Governance of Vocational Education," by Lowell A. Burkett. Section 3 presents a number of action alternatives recommended by the staff of the National Association of State Boards of Education; and section 4 contains footnotes and a brief annotated bibliography prepared by the authors of section 2. (Author/JG)

ED 130 444 80 EA 008 829
Usdan, Michael D.

The Imperative of Leadership. Volume II, Number 2. A Report on Developing Consistent and Cooperative Constituency Linkages.

National Association of State Boards of Education, Denver, Colo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation; New York State Education Dept., Albany.

Pub Date Aug 76

Note—19p.

Available from—National Association of State Boards of Education, 810 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80295 (\$1.25)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Board of Education Role, *Coordination, *Educational Legislation, Educational Policy, Elementary Secondary Education, Governance, *Leadership Responsibility, Policy Formation, *Political Influences, *State Boards of Education

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, *Special Interest Groups

This booklet is one of a series of reports addressing the most critical issues confronting state boards of education throughout the United States. Each report attempts to present a concise, informative review and analysis of the best and most current information available on one of these critical topics. This booklet focuses on the role of state boards of education in political issues affecting education. Section 1 contains a brief overview and summary of the booklet; section 2 presents a review and analysis of the political role of state boards of education by Michael D. Usdan; section 3 presents a number of action alternatives recommended by the staff of the National Association of State Boards of Education; and section 4 contains footnotes and a brief annotated bibliography prepared by the author of section 2. (Author/JG)

ED 130 445 80 EA 008 830
Colton, David L.

The Imperative of Leadership. Volume II, Number 3. A Report on Developing Board Agendas That Focus On Policy.

National Association of State Boards of Education, Denver, Colo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation; New York State Education Dept., Albany.

Pub Date Sep 76

Note—21p.

Available from—National Association of State Boards of Education, 810 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80295 (\$1.25)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Board of Education Role, *Educational Policy, Elementary Secondary Education, *Guidelines, Organizational Effectiveness, *Policy Formation, *State Boards of Education
Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

This booklet is one of a series of reports addressing the most critical issues confronting state boards of education throughout the United States. Each report attempts to present a concise, informative review and analysis of the best and most current information available on one of these critical topics. This booklet focuses on ways to increase the policy-making effectiveness of state boards of education. Section 1 contains a brief overview and summary of the booklet; section 2 presents a review and analysis of the policy-making functions of state boards by David L. Colton; section 3 presents a number of action alternatives recommended by the staff of the National Association of State Boards of Education; and section 4 contains footnotes and a brief annotated bibliography prepared by the author of section 2. (Author/JG)

ED 130 446 80 EA 008 831
Mazzoni, Tim L., Jr.

The Imperative of Leadership. Volume II, Number 4. A Report on Developing Effective and Visible State Boards of Education.

National Association of State Boards of Education, Denver, Colo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation; New York State Education Dept., Albany.

Pub Date Oct 76

Note—19p.

Available from—National Association of State Boards of Education, 810 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80295 (\$1.25)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Board of Education Role, Educational Policy, Elementary Secondary Education, *Guidelines, *Organizational Effectiveness, Policy Formation, Political Influences, Public Relations, *State Boards of Education
Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

This booklet is one of a series of reports addressing the most critical issues confronting state boards of education throughout the United States. Each report attempts to present a concise, informative review and analysis of the best and most current information available on one of these critical topics. This booklet focuses on ways of increasing the public visibility, responsiveness, and effectiveness of state boards of education. Section 1 contains a brief overview and summary of the booklet; section 2 presents a review and analysis of guidelines for increasing state board effectiveness by Tim L. Mazzoni, Jr.; section 3 presents a number of action alternatives recommended by the staff of the National Association of State Boards of Education; and section 4 contains footnotes and a brief annotated bibliography prepared by the author of section 2. (Author/JG)

ED 130 447 80 EA 008 832
Van Voorhees, Curtis

The Imperative of Leadership. Volume II, Number 5. A Report on Community Education.

National Association of State Boards of Education, Denver, Colo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation; New York State Education Dept., Albany.

Pub Date Nov 76

Note—21p.

Available from—National Association of State Boards of Education, 810 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80295 (\$1.25)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—After School Programs, Board of Education Role, *Community Education, Community Schools, *Educational Philosophy, School Community Programs, *School Community Relationship, *State Boards of Education

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

This booklet is one of a series of reports addressing the most critical issues confronting state boards of education throughout the United

States. Each report attempts to present a concise, informative review and analysis of the best and most current information available on one of these critical topics. This booklet focuses on community education and the use of school facilities to meet the needs of the entire community. Section 1 contains a brief overview and summary of the booklet; section 2 presents a review and analysis of the educational philosophy behind community education and strategies for developing community education programs by Curtis Van Voorhees; section 3 presents a number of action alternatives recommended by the staff of the National Association of State Boards of Education; and section 4 contains footnotes and a brief annotated bibliography prepared by the author of section 2. (Author/JG)

ED 130 448 EA 008 833
Energy Conservation and Solar Retrofitting for Existing Buildings in Oregon: An Architectural Design Class Project.

Oregon Univ., Eugene. School of Architecture and Allied Arts.
Pub Date Sep 75

Note—126p.; Not available in hard copy due to marginal legibility of original document; Prepared by Center for Environmental Research

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Architectural Education, *Building Improvement, Class Activities, *Design Needs, *Energy Conservation, Fuel Consumption, Heating, Higher Education, Housing Needs, *Performance Specifications, *Solar Radiation, Thermal Environment, Utilities

Identifiers—Oregon

Five privately owned homes and two university owned homes were examined by architecture students in order to formulate design alternatives to fit the houses with solar collection, storage, and control devices for supplementing domestic space and/or water heating. General principles advanced include why energy conservation and solar retrofitting are important today, and conservation in existing homes as a response to local climatic opportunities, reevaluated assumptions of comfort, general domestic habits, architectural response, and the resulting energy use. Specific alternatives include a description of each home, the owners, their existing comfort requirements, energy needs, and a range of architectural and domestic lifestyle alternatives for energy conservation and solar retrofitting. (Author/MLF)

ED 130 449 EA 008 834
State and Local Government Purchasing.

Council of State Governments, Lexington, Ky.; Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.; National Association of State Purchasing Officials, Lexington, Ky.; Peat, Marwick, Mitchell and Co., Washington, D.C.

Pub Date 75
Note—286p.

Available from—Council of State Governments, 1150 Seventeenth Street, N.W., Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Accountability, Bids, Centralization, Court Litigation, *Local Government, National Surveys, Needs Assessment, *Occupational Information, *Professional Occupations, Publicize, Public Officials, *Purchasing, Specifications, *State Government, Tables (Data)

This report concerns public purchasing at all levels of government and brings into focus the role of the purchasing official in government management. Covered in the report are essential elements of the purchasing process, including the assessment of needs; written specifications; advertising, evaluating, and awarding bids; and inspection and testing procedures. It concludes with a review and evaluation of purchasing manuals. The scope of the research effort extends from state and local laws to written policies and day-to-day practices. Its purpose is to examine differences in current practices and to recommend those characteristics that promote strong and effective programs. The appendices contain (1) data gathered in the research of state statutes and regulations, (2) results of the nationwide survey of cities and counties having populations of 10,000 and over, (3) the scope of the study and the methodology used, (4) a glossary of suggested

terms and definitions, and (5) a bibliography composed of a list of general references and a list of legal citations used in the study. (Author/MLF)

ED 130 450 EA 008 835
Declining Enrollment: Current Trends in School Policies & Programs.

National School Public Relations Association, Arlington, Va.

Pub Date 76

Note—65p.

Available from—National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No., 411-13329, \$6.75; orders under \$8.00 must be prepaid; orders over \$8.00 must be prepaid unless submitted on an authorized purchase order)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Advisory Committees, *Board of Education Policy, Case Studies (Education), Community Involvement, *Decision Making, *Declining Enrollment, Elementary Secondary Education, Enrollment Projections, *Enrollment Trends, *Job Layoff, Program Descriptions, School Buildings, *School Closing, Space Utilization

Identifiers—Reduction in Force

Declines in student population are a fact of life in most of the nation's school districts. With the declines come unprecedented challenges and opportunities; sensitive community relations problems involved with school closings; costs that continue to rise despite the decline in student numbers; the need for staff reductions; the need for comprehensive advance planning involving both staff members and the community; lower teacher-student ratios and more room available for educational alternatives. Based on a nationwide survey of school districts, the report includes guidelines for making accurate enrollment projections; involving the staff, students, and community in planning and finding solutions; using alternatives such as magnet schools and clusters to help defuse the often emotionally charged atmosphere; and developing and maintaining a good public information program. The report features five case studies of districts that have met and solved their first rounds with declining enrollment. (Author/IRT)

ED 130 451 EA 008 836

Propst, Robert And Others

Facility Influence on Productivity. A Report on the Influence of a Responsive Environment on Satisfaction and Proficiency in an Educational Setting. A Research Project Integrating an Innovative Educational Program with an Experimental Setting at Michigan State University, Lansing, Michigan. Research Report.

Miller (Herman) Research Corp., Ann Arbor, Mich.

Spons Agency—Michigan State Univ., East Lansing.

Pub Date Jan 76

Note—118p.

Available from—Herman Miller Research Corporation, 3970 Research Drive, Ann Arbor, Michigan 48104 (\$7.50)

Document Not Available from EDRS.

Descriptors—Agricultural Education, Ancillary Services, *Architectural Research, *Building Improvement, Carrels, Educational Experiments, *Educational Facilities, Educational Innovation, *Environmental Influences, Facility Case Studies, Facility Utilization Research, Instructional Materials Centers, Performance Criteria, *Productivity, Science Laboratories, Space Utilization

Identifiers—Michigan State University

In an applied facility experiment, two early 1900s conventional laboratory/classrooms were converted to an experimental setting designed to support educational programs. The two areas were cleared of all fixed benches and cabinetry and then renovated into a highly variable and flexible, open plan facility. A panel system was used to define areas of discrete use. During the year-long evaluation, the performance of the experimental environment was compared with that of the same facility before renovation. The facility, rejuvenated at a moderate cost, delivered high utilization and effectiveness. Key chapters in the book discuss the problems and perceptions of contemporary educators and the emerging role of facilities, the formulation and implementation of

the experiment, and the analysis of the data using measures of satisfaction and proficiency. The concluding chapter explores the implications of the experiment to future facility decision-making, the facility/process relationship, the need for facility management, the process aesthetic, the treatment of obsolescence, wear, and failure, and the overall economic feasibility. (Author/MLF)

ED 130 452 EA 008 838

Gorton, Richard A.

School Administration: Challenge and Opportunity for Leadership.

Pub Date 76

Note—436p.

Available from—Wm. C. Brown Co., Publishers, 2460 Kerper Blvd., Dubuque, Iowa 52001 (\$12.95)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Administrator Education, *Administrator Role, Discipline, *Educational Administration, Elementary Secondary Education, *Faculty Evaluation, Leadership, Management, Personnel Management, *Pupil Personnel Services, *School Community Relationship, School Organization, *Teacher Administrator Relationship, Textbooks

This book is directed to those individuals who are interested in developing a deeper understanding of the challenges and opportunities for leadership in school administration. The focus of the text is on principles and theories of administering and improving a school; however, many of the chapters are also relevant for other administrative levels. This is not a book that extols present administrative practices in the schools, but rather one that offers recommendations and suggestions for improving current practices. The major thrust of the book is toward leadership responsibilities and opportunities of the school administrator. The major headings under discussion are "Purpose/Direction/Accountability," "Elements of Administration," "Staff Personnel and Instructional/Curricular Leadership," "Student Problems, Services, and Activities," "The School and the Community," and "Career Considerations." (Author/IRT)

ED 130 453 EA 008 839

Gorton, Richard A.

Conflict, Controversy and Crisis in School Administration and Supervision: Issues, Cases and Concepts for the '70s.

Pub Date 72

Note—357p.

Available from—Wm. C. Brown Co., Publishers, 2460 Kerper Blvd., Dubuque, Iowa 52001 (\$7.95)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Case Studies (Education), Communication (Thought Transfer), Conflict, *Conflict Resolution, Decision Making, Drug Abuse, *Educational Administration, Elementary Secondary Education, Leadership, Principals, *Problem Solving, Race Relations, Role Conflict, *School Community Relationship, Supervisors, Teacher Militancy

The text, designed to help prospective and experienced administrators and supervisors increase their knowledge and skills, includes cases and concepts that should be useful for introductory courses in administration or for courses dealing with problems of school administration, the principalship, supervision, and school-community relations. The book is composed of two major parts which are preceded by a chapter that describes the nature of the cases, the suggested learning activities, and the problems that students might experience in using the case study approach. Part 1 includes six chapters, each of which contains an introduction to the cases under discussion and the cases themselves. Part 2 includes six chapters that present major concepts in educational administration and supervision. The case studies deal with school-community conflict, teacher militancy, student activism, innovation, race and drug problems, and typical administrator problems. The concepts that appear to be especially relevant to effective problem-solving are decision-making; communication; leadership; authority, power, and influence; role expectations and conflict; and the school as an informal organization. (Author/IRT)

ED 130 454 EA 008 840
Meeting the Challenge. Annual Report of the Public Schools of the District of Columbia for 1976.

District of Columbia Public Schools, Washington, D.C.

Pub Date 76

Note—41p.; Photographs will reproduce poorly

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Education, *Annual Reports, Bilingual Education, Career Education, Continuation Education, Curriculum Development, Early Childhood Education, Educational Alternatives, Educational Facilities, Educational Finance, Educational Research, Elementary Secondary Education, Mathematics Education, *Program Descriptions, School Districts, Special Education, Staff Improvement, Student Personnel Services

Identifiers—District of Columbia Public Schools
This annual report discusses the District of Columbia's public schools' activities in a number of areas—special education, bilingual education, reading, optional programs, career development, mathematics, early childhood education, student services, curriculum development, child nutrition programs, adult education, research and evaluation, staff development security, safety, budget and finance, educational facilities, and teacher certification and licensing. (IRT)

ED 130 455 EA 008 841
Assessment of the Impact Aid Program. Report to the House Committee on Education and Labor.

Comptroller General of the U.S., Washington, D.C.; Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Report No.—HRD-76-116

Pub Date 15 Oct 76

Note—101p.

Available from—U.S. General Accounting Office, Distribution Section, Room 4522, 441 G Street, NW, Washington, D.C. 20548 (2 copies free to academic personnel or non-profit organizations; other requests should be accompanied by payment of \$1.00 per report and sent to U.S. General Accounting Office, Distribution Section, P.O. Box 1020, Washington, D.C. 20013)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Educational Finance, *Educational Legislation, Elementary Secondary Education, *Federal Aid, *Federal Legislation, *Financial Support, School Systems, Tables (Data)

Identifiers—SAFA, *School Assistance in Federally Affected Areas

At the request of members of the House Committee on Education and Labor and other congressmen, the General Accounting Office (GAO) reviewed certain aspects of the School Assistance in Federally Affected Areas (SAFA) program. Title I of this law authorizes financial assistance for maintaining and operating local educational agencies (LEAs) in which enrollments are affected by federal activities. The GAO reviewed the validity of claims for federal funds, the economic impact of federally connected children on LEAs, the SAFA payment rates compared to local educational costs, the impact on the applicant LEA of reducing SAFA payments to eliminate claims for parents working on federal properties located outside the LEA, and the impact of one state's equalization program on SAFA recipients. In addition, the GAO reviewed the adequacy of the regulations and instructions for determining eligibility and payment rates. The report contains several recommendations to help insure that federal impact aid payments to local education agencies are equitable. (Author/IRT)

ED 130 456 95 EA 008 842

Educational Programs That Work. A Resource of Exemplary Educational Programs Developed by Local School Districts and Approved by the Joint Dissemination Review Panel in the Education Division of the Department of Health, Education and Welfare.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—300-75-0402

Note—209p.; For a related document, see ED 116 354

Available from—Order Department, Far West Laboratory for Educational Research and

Development, 1855 Folsom Street, San Francisco, California 94103 (\$4.95, payment must accompany order)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Alternative Schools, Art Education, *Bilingual Education, *Career Education, Communication Skills, *Early Childhood Education, Educational Programs, Elementary Secondary Education, Environmental Education, Health Education, Mathematics Education, Migrant Education, Physical Education, *Program Descriptions, Reading Programs, *Special Education, Vocational Education

The various programs presented here offer educators an array of ideas and some potential solutions to meet the needs and interests of communities far from the original project sites. In view of demonstrated effectiveness in meeting local school program needs, these projects were submitted for quality assurance to the Joint Dissemination Review Panel within the Educational Division of the Department of Health, Education, and Welfare. All the projects cited have undergone close scrutiny by the Panel and have been approved for national dissemination. Each description follows a similar format that offers concise yet comparative information. A brief description of the program is given along with information on the materials used, services available, target audience, financial requirements, program evaluation, and contact person. The projects described include those dealing with alternative schools; bilingual/migrant education; career/vocational education; early childhood/parent readiness; environmental education; organization arrangement/training/administration; reading/language arts/mathematics; special education/gifted/learning disabilities; arts, communication skills, technology; and health, human behavior, physical education, and multiple talent development. (Author/IRT)

ED 130 457

EA 008 847

Matsas, Nahoum

A User Evaluation Study of Parkway North Senior High School.

Washington Univ., St. Louis, Mo. School of Architecture.

Pub Date Jun 75

Note—86p.; Appendix C may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Acoustical Environment, *Classroom Environment, Classroom Furniture, Environmental Influences, *Evaluation Criteria, *Facility Case Studies, Flexible Facilities, Movable Partitions, *Open Plan Schools, Questionnaires, School Maintenance, *Senior High Schools, Space Utilization, Student Opinion, Teacher Attitudes

Identifiers—Missouri (Saint Louis County), Parkway North High School

This research attempts to evaluate Parkway North Senior High School from the users' viewpoint to find out how successful the building is in meeting the design objectives. The intentions of the project were to (1) determine users' attitudes toward their environment; (2) determine degree of adaptation exerted on the building, both in terms of how far the users are willing to go with the building's flexibility and how far the building is adapting to the users' demands; and (3) determine the extent to which initial design objectives were satisfied and how this affects the building's performance from the users' standpoint. Information was secured from questionnaires completed by 16 members of the school's teaching staff chosen at random, and by 113 randomly chosen students. Information was also secured by the author conducting observations of the classrooms, sketching furniture arrangements and groups in the classrooms, and measuring noise level and ability to hear speakers at various positions. The findings are discussed in the body of the report. Copies of the questionnaires, tabulations, photographs, and excerpts from the architects' design objectives booklet are in the appendixes. (Author/MLF)

ED 130 458

EA 008 851

Plummer, Franklin P.

Supervising the Principal.

Pub Date 26 Jul 76

Note—93p.; Submitted in partial fulfillment of requirements for Doctor of Education Degree, Nova University; Occasional pages may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Administrator Evaluation, *Checklists, Elementary Education, Evaluation Methods, Experimental Programs, Guidelines, *Principals, *Program Descriptions, *Program Development, State Legislation
Identifiers—Connecticut

This report describes a practicum project that developed an evaluation program for an elementary school principal and then attempted to assess the effectiveness of that program. In developing the evaluation program, it was necessary to satisfy the guidelines established by the state of Connecticut, as well as the needs of the local board of education and administration; this task was complicated by the lack of a job description for the principal in question. Separate sections of the report review the research literature on administrator evaluation and supervision, describe the development of the evaluation program, and assess the success of the program in improving the principal's performance. Included in the appendix are the text of Connecticut's evaluation law and guidelines, sample job descriptions from educational and business organizations, and the principal's self-evaluation checklist. (Author/JG)

ED 130 459

EA 008 856

DeLuca, Nicholas M.

Community Assessment: Toward Community Responsive Schools.

Pub Date [75]

Note—7p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Influence, *Community Study, *Data Collection, Educational Assessment, *Needs Assessment, *School Community Relationship, School Demography, School Planning

It is the purpose of this paper to suggest a role community assessment can play in the development of effective communication links between the public schools and the communities they serve, and to outline a process by which the public schools can develop their own community assessment activities. Community assessment, in the broader sense, can be viewed as a process and a strategy not only for gathering information but also for obtaining broad-based community involvement, for developing communication links to the community, for educating the community about schools, for defining "community," and for developing a continuous community sensory mechanism. (Author/MLF)

EC

ED 130 460

EC 080 041

Schwartz, Louis Oseroff, Andrew

The Clinical Teacher for Special Education. Final Report: Volume I; Establishing the Model.

Florida State Univ., Tallahassee. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.

Pub Date 75

Grant—OEG-0-71-1668(603)

Note—479p.; For Volume II, see EC 080 042

EDRS Price MF-\$0.83 HC-\$26.11 Plus Postage.

Descriptors—Behavioral Objectives, Conceptual Schemes, *Diagnostic Teaching, Educational Philosophy, Exceptional Child Education, *Handicapped Children, Historical Reviews, Individualized Instruction, *Mathematics, *Models, Number Concepts, *Performance Based Teacher Education, *Reading Skills, Teaching Methods

Identifiers—Final Reports

Volume I of the final report of the Florida State University clinical teacher model, a diagnostic prescriptive approach to instruction of the mildly handicapped, describes the project's overview, background, objectives, and products. Reviewed are the historical trends toward individualized instruction and illustrated is the management network for the clinical teacher project. Related literature is analyzed including the changing role of the teacher in individualizing instruction. An orientation to the clinical teacher curriculum details directions for students using the individualized, performance based instructional modules, and summarizes course requirements and student responsibilities. Provided in

addition to the conceptual model of clinical teacher competencies are performance based, individualized instruction models on such topics as assessing pupil behaviors and prescribing pupil objectives and instructional strategies. The final two sections, constituting almost half the document, present individualized curricula for reading and arithmetic. Individual modules contain information on purpose, behavioral objectives, instructional resources/options/activities and sample test items for such reading skills as phonetics and linguistics, and such arithmetic skills as rational counting and division. (CL)

ED 130 461 EC 080 042

Schwartz, Louis Oseroff, Andrew

The Clinical Teacher for Special Education. Final Report: Volume II; Evaluating the Model.

Florida State Univ., Tallahassee. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.

Pub Date 75

Grant—OEG-0-71-1668(603)

Note—305p.; For Volume I, see EC 080 041

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—Conceptual Schemes, Diagnostic Teaching, *Evaluation Methods, Exceptional Child Research, *Handicapped Children, Models, *Performance Based Teacher Education, *Program Effectiveness, Program Evaluation, Research Design

Identifiers—Final Reports

Effectiveness of the clinical teaching model (CTM) developed at Florida State University is documented in Volume II of the project's final report. Reviewed is literature related to teacher effectiveness and conceptual changes, conceptual models and instructional systems, and evaluation research in education. Research design and procedures are detailed for both formative evaluation (pilot field-testing the prototype program) and summative evaluation (measuring treatment effectiveness in achieving the desired objectives). Reported are formative evaluation data on junior, senior, and master's level CRM trainees which indicated such results as mastery of the objectives and a high level of proficiency on all models by all students. Summative evaluation results are said to have provided documentation that the clinical teachers produced significant gains in exceptional students' reading and arithmetic in contrast with a comparison group of special education teachers. A summary of the model's effectiveness contains recommendations for teacher preparation and for evaluation research on teaching. Nine appendices are provided, including a survey of problems and benefit analysis, and a user's guide to the computer management system for the clinical teacher curriculum. (CL)

ED 130 462 EC 091 571

Best, Katherine I.

A Program to Prepare Specialists in Deaf-Blind Education: Three Year Project 1971-1974. Final Report.

Boston Coll., Chestnut Hill, Mass.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 74

Grant—OEG-0-71-4137

Note—29p.; Best Available Copy

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Curriculum Development, *Deaf Blind, Exceptional Child Education, Higher Education, *Multiply Handicapped, *Program Descriptions, *Program Development, *Teacher Education

Presented is the final report of a 3-year project to establish a prototype program for the preparation of specialists in the education of deaf-blind multihandicapped children. Brief sections cover the following topics: program objectives (primarily to prepare specialists in deaf-blind education to operate in a variety of roles and work in a variety of settings); the initial program (one year of undergraduate study, one academic year of graduate study, and two summers of coursework and practicums); program adjustments, modifications, and revisions; selection of students; program milestones (such as the approval and support of the program by the Bureau of Education for the Handicapped); and shippages (including that supervision of students was not as intense as desirable). In the summary, it is concluded that the

results of the program were positive. Among appendices are a list of competencies and instructional activities for each program goal; a list of professional centers offering services to deaf-blind children; and a list of the job placements obtained by each student in the program. (SBH)

ED 130 463 EC 091 572

George, Pamela And Others

A Study of Successful Outcomes in the Categorical Learning Disabilities Programs: 1975.

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date 75

Note—144p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Elementary Secondary Education, Exceptional Child Research, *Failure Factors, Individual Characteristics, Instructional Materials, *Learning Disabilities, *Program Evaluation, *Student Evaluation, *Success Factors, *Teacher Attitudes, Teaching Methods

Identifiers—*North Carolina

Presented are the results of a second study of North Carolina's Learning Disabilities Program in which 44 teachers were interviewed to obtain information on the factors which contributed to the educational outcome of 46 learning disabled students (6-13 years old). Section I provides a description of the program during the second year of operation and compares it to the program's first year in terms of the program as a whole, the teachers, and the children. Reviewed in sections II and III are the methods and results of the analyses of student characteristics, teaching methods, and instructional materials. Among the conclusions listed in section IV are that children who were perceived as successful did not differ from those who were perceived as unsuccessful in either chronological age, ability level, or academic attainment when they entered the program; that teachers perceived that 26% of the successful outcome group were misclassified, of which the majority would have more appropriately been placed in a reading program; and that teachers viewed their teaching methods as the biggest contributor to success for the successful outcome group. Four questions to be explored in future research are proposed which deal with such areas as the impact of special education services and the relative cost/benefits of alternative delivery systems. Among appended materials are a sample screening questionnaire, a list of the participating programs, an outline of methods and materials used with most successful cases, and the 1974 executive summary. (SBH)

ED 130 464 EC 091 574

Gershman, Janis

The 1975 Every Student Survey: The Background of Students in Special Education and New Canadian Programs. Research Report No. 141.

Toronto Board of Education (Ontario).

Pub Date Sep 76

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Family Background, Foreign Countries, *Handicapped Children, Native Speakers, *School Demography, Second Languages, Sex Differences, Socioeconomic Status, *Special Education, *Surveys

Identifiers—Every Student Survey, *Ontario (Toronto)

Presented is the final report based on the 1975 Every Student Survey describing the demographic characteristics of about 13,000 students in the Toronto school system who are enrolled in the New Canadian and each of the 15 Special Education programs. The report describes the socioeconomic background, mother tongue, country of birth, and family situation of the students. Also reported are the number of males and females in each program, the amount of time that students actually spend receiving special services, and relationships among the different background variables. Outlined are findings such as the following: generally, in special programs, males are over-represented; students from the lower socioeconomic groups are over-represented; there are few immigrants; students are mainly English-speaking; and many of them come from one or no parent families. Results are presented in tabular form, and letters to the special education teachers and the survey form are appended. (Author/IM)

ED 130 465 EC 091 575

Sexuality Resource Guide and Supplement.

Colorado State Library, Denver.

Pub Date Jun 75

Note—28p.; Not available in hard copy due to marginal reproducibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bibliographies, Contraception, Family Planning, Films, Filmstrips, *Handicapped, Health Books, Homosexuality, *Instructional Materials, Instructional Media, Pamphlets, Pregnancy, Reproduction (Biology), *Sex Education, *Sexuality, Tape Recordings, Venereal Diseases

Identifiers—*Developmental Disabilities

Intended for those working with the developmentally disabled, the bibliography contains approximately 300 entries on resource materials in the area of human sexuality. Included, with pertinent bibliographic information and a brief description, are listings of books, pamphlets, films, filmstrips, sound filmstrips, film loops, cassettes, articles, and charts, many of which were selected for use directly with clients. Covered are the following topics: human sexuality (for children; adolescents; and parents, teachers, and counselors), hygiene, menstruation, reproduction, contraception and family planning, venereal disease, abortion/sterilization, values and sexuality, homosexuality, sex and physical handicaps, and sex education programs. Also included is a list of nine locations in the Denver, Colorado area at which the materials can be found. (IM)

ED 130 466 EC 091 576

Herrenkohl, Roy C.

Evaluating the Delivery of Services to the Handicapped: A Description of the LARC System, Its Capabilities and Utilization as a System for Client Record Keeping, Service Accounting and Progress Evaluation.

Lehigh Univ., Bethlehem, Pa. Center for Social Research.

Pub Date Dec 75

Note—74p.; Best copy available

Available from—Lehigh University, Center for Social Research, 10 West 4th Street, Bethlehem, Pennsylvania 18015 (\$2.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Community Services, *Computer Science, Delivery Systems, Exceptional Child Services, Information Storage, *Information Systems, *Mentally Handicapped, *Program Descriptions, *Program Evaluation, *Record-keeping, Records (Forms)

Identifiers—Lehigh Valley Association for Retarded Citizens

Presented is a report on the computerized record keeping, service accounting, and evaluation system developed for the Lehigh Valley Association for Retarded Citizens (LARC). Described is the purpose of the LARC system, its current status, its development, and a variety of activities associated with its use. The introduction (Part I) provides background information such as the following: a description of LARC, an explanation of a computer information system, applicability to other programs, and benefits to the agency. Part II, "Design of the System", covers the following topics: overview of the design, computer programs, parts (sub-systems) of the information system, and output the computer provides. Defining and quantifying variables is discussed in Part III, which covers information requirements, types of information gathered, and agency use of the information. Part IV, "Implementing the System", includes an explanation of the status of implementation, agency procedures for gathering and distributing information, and processing the data. Parts V through X cover staff involvement and training, utilization of computing facility, comparison with other systems, system revisions, special studies conducted or under way, and future plans for use of the system. Also listed are three working documents developed on the LARC system. (IM)

ED 130 467 EC 091 577

Public Law 93-247, 93rd Congress, S. 1191, January 31, 1974: An Act to Provide Financial Assistance for a Demonstration Program for the Prevention, Identification, and Treatment of Child Abuse and Neglect, to Establish a National Center on Child Abuse and Neglect and for Other Purposes.

Congress of the U.S., Washington, D.C.

Report No—PL-93-247

Pub Date Jan 75

Note—5p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Child Abuse, Definitions, Demonstration Projects, Federal Aid, *Federal Legislation, *Federal Programs

Identifiers—Child Abuse Prevention Act, *Neglected Children

Presented is the Child Abuse Prevention and Treatment Act (Public Law 93-247) which was enacted on January 31, 1974 and amended on January 3, 1975. Described are the activities of the national center which would include an annual research summary; an information clearinghouse; provision of training materials and technical assistance; research into causes, prevention, identification, and treatment of child abuse and neglect; and a study of the incidence of child abuse and neglect. A definition of the term "child abuse and neglect" is provided. Demonstration programs and projects are covered in regard to authorization for making grants to, and entering into contracts with, public agencies or nonprofit private organizations, and States. Authorizations for expenditures are listed, and an advisory board is described in terms of membership, functions, and reporting procedures. (IM)

ED 130 468

EC 091 579

Macy, Daniel J. And Others

An Empirical Study of the Myklebust Learning Quotient: Unabridged Report.

Pub Date (76)

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Achievement Tests, *Classification, *Educational Diagnosis, Elementary Education, Exceptional Child Research, Identification, *Learning Disabilities, *Psychological Tests

Identifiers—*Myklebust Learning Quotient

Investigated with a sample of over 25,000 students in the second, fourth, sixth, and eighth grades was the use of the Myklebust Learning Quotient (LQ) as one basis for classifying learning disabilities. Investigated were the distribution properties of the LQ when computed on scores from the California Achievement Tests, the Comprehensive Tests of Basic Skills, and the California Test of Mental Maturity. Analysis showed that LQ distributions differed among grade levels, subject areas, and gender-by-ethnicity subgroups. The LQ distributions showed reasonable normality in many cases, but selected distributions deviated from normality. Results showed that the use of a single cutoff value, as has been recommended for selection or classification of students, is inappropriate. The results also provided normative data for the selection of variable cutoffs relative to student subgroups. (Author/IM)

ED 130 469

EC 091 580

Cadol, Roger V. And Others

Prospective Study in Child Abuse: The Child Study Program. Final Report.

Denver Dept. of Health and Hospitals, Colo.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date (76)

Grant—OCD-CR-371

Note—100p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Child Abuse, *Child Development, Early Childhood, Exceptional Child Research, Infancy, *Intervention, Literature Reviews

Identifiers—*Developmental Disabilities, Final Reports

Presented is the final report of the Child Study Program, in which the following objectives were investigated with 140 abused children (from birth to 72-months-old) — whether abused children are developmentally different from non-abused children, whether there are differences between children who sustained non-accidental trauma (NAT) and children who failed to thrive (FTT), and the effectiveness of an intervention program. Included is a review of the literature on social-emotional, physical, cognitive, and intervention aspects of child abuse. The experimental design is described as including developmental testing, physical measurement, and receiving of routine services, routine services and ongoing medical care, or therapeutic intervention in addition to the preceding services. Reported are results of comparisons of the experimental groups with one another and non-abused controls, such as the following: significant differences do exist between the abused and non-abused Ss in the cognitive, physical, social, and emotional areas with abused

Ss functioning less optimally; abused Ss live under more adverse family environments; mother-infant attachment patterns differ between the NAT and FTT categories of Ss; families of FTT Ss indicate a higher percentage of social problems; and treatment techniques tested do not significantly affect the developmental performance of the abused Ss. Tables presenting descriptive data on the Ss, biological parents, environmental factors, the abusive incident, and the abusers are included. (IM)

ED 130 470

EC 091 581

Miller, Martin B.

Curiosity Behavior in Educable Mentally Retarded and Normal Adolescents: Characteristics, Modifiability, and Consequences of Training. Final Report.

Yeshiva Univ., New York, N.Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-6-1378

Pub Date Sep 70

Grant—OE-6-1-6-061378-0584

Note—138p.; Best copy available

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Adolescents, *Behavior Patterns, *Curiosity, Exceptional Child Research, Individual Characteristics, Intelligence Level, *Mentally Handicapped, *Perceptual Development, Stimuli, Transfer of Training, Young Adults

Reported are the results of a series of studies conducted to identify the possible correlates of perceptual curiosity in retarded and normal IQ Ss (13-21 years old), and to determine the modifiability of perceptual curiosity in mentally retarded Ss through training and the possible transfer effects of such training. In a section on general methodology, brief descriptions are given for Ss, stimuli, procedure, apparatus, instructions, and procedural variations. Methodology and results for each study are reported separately under the following research topics: perceptual curiosity characteristics—distributions, item differences, and transitivity effects; distribution of perceptual curiosity characteristics in non-retarded adolescents and young adults; development of the 30-item short technique; comparison of retardates and normals for distribution and transitivity effects; comparison of forced-choice and fixation methodologies in non-retarded Ss; perceptual curiosity in retarded and normal IQ adolescents—effects of age, trials, sex, complexity dimensions, type of pairing, and IQ level; decision-time and duration of responses to stimulus complexity; exploration for correlates of perceptual curiosity; modification of perceptual curiosity behavior through training; and transfer of perceptual curiosity training to subsequent tasks. It is concluded that the findings suggest that special class teachers should support and encourage exploratory activity, even if it is rudimentary, whenever it occurs. Among appendixes are studies on complexity choice as a function of exposure time and pupillary changes in retarded and normal IQ adolescents as functions of stimulus complexity. (SBH)

ED 130 471

EC 091 582

Oxman, Joel And Others

The Possible Function of Sign Language in Facilitating Verbal Communication in Severely Dysfunctional Non-Verbal Children.

Spons Agency—Department of National Health and Welfare, Ottawa (Ontario).

Pub Date May 76

Grant—606-1240-44

Note—20p.; A version of this paper was presented at the University of Louisville Interdisciplinary Conference on Linguistics (Louisville, Kentucky, May, 1976)

Available from—Clarke Institute of Psychiatry, 250 College Street, Ontario, Canada (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Autism, Exceptional Child Education, *Manual Communication, *Research Reviews (Publications), Speech Skills, *Verbal Communication

The authors support the use of manual communication with the non-verbal autistic child and suggest that the exercise of manual communication may facilitate the functioning of spoken communication. Research is reviewed in the following areas: the marked peculiarities in the autistic child's perception of and attention to stimuli within or across various sensory modalities,

the distinction between mute and echolalic autistic children, the efficacy of simultaneous use of gesture and speech communication, and evidence which suggests an overlap in the neural control for speaking and for certain activities of the upper limbs. An experiment in which 11 autistic children given gestural training showed progress in the frequency and clarity of verbalization is discussed, and a general model for the logical and physiological interconnection of speech and graphic language systems is mentioned. (SBH)

ED 130 472

EC 091 583

Holmes, Marvin C. Ingram, Cregg F.

Training Consortium of Institutions Preparing Teaching Personnel for Handicapped Populations. Final Report.

Brigham Young Univ., Provo, Utah; Louisville Univ., Ky.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—H-0259

Pub Date Jul 76

Grant—OEG-0-74-2770

Note—235p.; Best Available Copy

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Consortia, Educational Resources, Employment Opportunities, Exceptional Child Education, *Handicapped Children, *Inservice Teacher Education, Interinstitutional Cooperation, Program Development, Special Education Teachers, Surveys, *Teacher Education

Identifiers—Final Reports, *Kentucky

Presented is the final report of a project to develop a consortium of Kentucky training institutions prepared to teach educational personnel for handicapped populations. Brief sections cover the following topics: purposes of the project (such as the establishment of a comprehensive statewide data base for student populations); the procedures and activities used to meet project objectives in three major areas (including those related to the faculty and programmatic characteristics of the member institutions); the four major products generated (such as the "Resource File of Kentucky's College and University Faculty Personnel Who Teach or Provide Services in the Area of Special Education") and the four related activities initiated (which included statewide sharing of revised training programs); the findings of a questionnaire survey to evaluate products; modifications made to the data collection procedures during the second year of the project; conclusions and recommendations (such as the provision of adequate production monies to permit circulation of products to all interested parties); and the 13 objectives initially proposed and related consortium efforts. The bulk of the document consists of appendixes which include information on the work breakdown structure during the first year, Kentucky's graduating special education teachers available for employment for the 1976-77 school year, procedures for inter-institutional utilization of resources and personnel in the area of practica supervision, the 1975-76 faculty resource file, the 1976-77 position openings list, the Inter-state Cooperative Planning Conference, product evaluation questionnaires and cover letters, summaries of product evaluation collected during the second year, the work-breakdown structure for the second year, a sample page of the matrix included in the second year's version of available position documents, data collection questionnaires, the executive board, and a sample newsletter. (SBH)

ED 130 473

EC 091 584

Preston-Hinsdale, Kirsten And Others

The Illinois Regional Resource Center Diagnostic Teaching Model: A Systems Approach to Assessment and Programming for Children with Unexplained Handicaps.

Regional Resource Center 7, Peoria, Ill.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 76

Grant—OEG-0-74-7901

Note—355p.

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—Conceptual Schemes, *Diagnostic Teaching, Educational Diagnosis, Exceptional Child Education, Followup Studies, Individualized Instruction, *Learning Disabilities, Manuals, *Models, *Student Evaluation, Student Placement

Identifiers—*Illinois

Presented is the Illinois Regional Resource Center's Manual for Diagnostic Teachers which is designed to provide a model for assessment, individualized educational planning, optimal placement, and short and long range follow-up of children (3-21 years old) with unexplained learning problems. Section I provides an introduction to the Illinois-Regional Resource Center Diagnostic Teaching Model (IRDTM) with sections on the model's purpose, target population, and 11 features of the IRDTM (such as the emphasis on diagnosis rather than remediation; the delivery of both on-site and in-classroom services; and a holistic approach which covers the motor, sensory-perceptual, academic, speech/language, social-emotional, and self-help domains). Section 2 makes up the bulk of the document with flow charts on the five phases of the model—initial information gathering, on-site or in-classroom diagnosis, program development and testing, transition, and follow-up. Among the exhibits presented in section 3 are samples of a referral form; follow-up form; case contact record; formal and informal test score worksheets; teacher, parent, and child follow-up records; informal and formal evaluation data summaries, and federal reporting form. A hypothetical case study for the IRDTM is given in section 4 which provides examples of the written materials produced by the diagnostic team during the diagnostic, program development, and testing phases. Among appended materials in a final section are regional resource center job descriptions; suggested qualifications for diagnostic teachers; a list of consultants available to the regional resource center team; and bibliographies of diagnostic tests, instructional materials and equipment, and behavioral checklists. (SBH)

ED 130 474 EC 091 585

Harris, Jasper W. And Others

A Program for Training Special Education Consultants in Remediating Academic and Social Behaviors of Handicapped Children. Final Report.

Kansas Univ., Lawrence. Dept. of Human Development.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—731-E-7141
Bureau No.—H-11-9182-C

Pub Date Dec 75
Grant—OEG-0-72-0253(603)
Note—472p.

EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage.
Descriptors—Case Studies, *Consultants, Diagnostic Teaching, Exceptional Child Education, *Handicapped Children, Higher Education, Individualized Instruction, Parent Education, *Program Descriptions, *Remedial Instruction, *Teacher Education

Identifiers—*Missouri (Kansas City)
Presented is the final report of a 4-year project to develop and evaluate a prototype program for training special education consultants who are qualified to assist school personnel and parents in remediating academic and social behaviors of handicapped children in the Kansas City (Missouri) area. An overview and introduction are provided in the first two sections which cover background, objectives, and elements of the training program. Section III on the development of the program offers information on the masters and doctoral degree components, skill areas, the financial plan, and vitae of program staff. Major activities and accomplishments for each year are noted in section IV to include selection of masters and doctoral trainees, evaluation of the program, and seminars for both part-time and full-time students. Reviewed in section V on the training program are the development of the consulting teacher's role description, the course sequence for the 4-year program, the types of workshops offered, information on the Learning Activity Package, procedures for individualized programing, and other activities (such as international, national, state, and local presentations). Validation of the training component is the focus of section VI which provides 12 case studies illustrating a variety of problems referred for remediation and the various remediation approaches. A final section on the summary, conclusions, and recommendations offers a brief discussion of the project's success. Approximately half of the document consists of appendices which include sample student-teacher referral contact forms, a copy of the Diagnostic Educa-

tional Test Battery, the classroom management suggestions packet for in-servicing, regulations and requirements for doctoral students, enrollment information and schedules for master level students, and a thesis guide for the consulting teacher training program. (SBH)

ED 130 475 EC 091 587

Weatherman, Richard Krantz, Gordon

Competency-Based Inservice Training for Coordinators of Special Needs in Vocational Education. Recommendations.

Minnesota Univ., St. Paul. Div. of Educational Administration.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date May 76

Note—35p.; For related documents see EC 091 587 to EC 091 590

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Education, *Coordinators, *Disadvantaged Youth, Exceptional Child Services, *Handicapped Children, Inservice Education, *Performance Based Education, *Program Proposals, School Personnel, *Vocational Education
Identifiers—*Minnesota

Presented are recommendations for research and development in the field of competency based inservice training for Minnesota coordinators of special needs, those people at the local school district level who are responsible for services to handicapped and/or disadvantaged students in vocational education. Recommendations are given in the form of project proposals in eight areas: development of inservice training, retrieval of appropriate elements from the special education administrator training program already available at the University of Minnesota, validation of the competency statements used in the study involving incumbent coordinators, sorting administrative versus service competencies, recasting the competency statements into a conceptual framework that is compatible with the ideation of the special needs field, description of the functions which the local special needs program is intended to carry out, application of the coordinator competency list to those persons whom the coordinators supervise, and generation of a report of those administrative competencies within vocational education which are peculiar to the emergent field of special needs programing. Each outlined proposal includes a description of steps to follow in meeting the recommendation. Appendixes include a summary of the study conducted to investigate the nature of the job of coordinator of special needs in Minnesota and to determine the competencies perceived by incumbents to be required by the job. (SBH)

ED 130 476 EC 091 588

Krantz, Gordon Weatherman, Richard

Coordinators of Special Needs in Minnesota. Position Description.

Minnesota Univ., St. Paul. Div. of Educational Administration.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date May 76

Note—43p.; For related documents see EC 091 587 to EC 091 590

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administrator Background, Certification, *Coordinators, *Disadvantaged Youth, Elementary Secondary Education, Exceptional Child Research, *Handicapped Children, Job Skills, Questionnaires, *Role Perception, School Personnel, State Surveys, *Vocational Education
Identifiers—*Minnesota

A study was conducted to provide information on the job requirements for Minnesota coordinators of special needs, those people at the local school district level who are responsible for services to handicapped and/or disadvantaged students in vocational education. Information on the coordinator job came from three major sources: the state Plan for Vocational Education; a questionnaire survey of position and background, in which all 33 Minnesota coordinators of special needs participated; and the performance referents contained in 44 statements of required competencies as rated by job incumbents. State plan certification requirements were summarized as calling for a high degree of competence in special or vocational education, but allowing for exceptional instances in individuals who were qualified

by some other route. Findings from the questionnaire sent to state coordinators were divided into three areas (sample findings are in parentheses): organizational variables (most of the coordinators were employed in Area Vocational-Technical Institutes); program variables (most programs were not restricted to a single age range); and incumbent variables (experiential backgrounds of incumbents were heterogeneous within education). A job description was derived from rated competency statements and included the supervision and evaluation of the performance of staff personnel. (Appended are a summary of the study conducted to investigate competencies perceived by incumbents to be required by the job and a sample copy of the survey questionnaire sent to the 33 Minnesota coordinators. (SBH))

ED 130 477 EC 091 589

Krantz, Gordon Weatherman, Richard

Coordinators of Special Needs in Minnesota. Competency Ratings.

Minnesota Univ., St. Paul. Div. of Educational Administration.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date May 76

Note—24p.; For related information see EC 091 587 to EC 091 590

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrator Role, *Coordinators, *Disadvantaged Youth, Elementary Secondary Education, Exceptional Child Research, *Handicapped Children, *Job Skills, School Personnel, State Surveys, *Vocational Education
Identifiers—*Minnesota

Canvassed was the priority or importance assigned to each of 44 competency statements by 33 Minnesota coordinators of special needs, those individuals at the local school level who are responsible for services to handicapped and/or disadvantaged students in vocational education. Incumbent coordinators were asked to assign each statement one of four possible ratings: not needed, useful, important, or essential. A summary of the competency ratings showed that the job is not clearly defined or not uniform, or both; but that the job does seem to entail a certain amount of educational leadership, both technological and administrative, as well as a certain amount of direct service. (Appended is a document summarizing the study.) (SBH)

ED 130 478 EC 091 590

Weatherman, Richard Krantz, Gordon

Coordinators of Special Needs Programs: Forty-Four Competencies.

Minnesota Univ., St. Paul. Div. of Educational Administration.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date May 76

Note—37p.; For related information, see EC 091 587 to EC 091 590

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Coordinators, *Disadvantaged Youth, Elementary Secondary Education, Exceptional Child Research, *Handicapped Children, *Job Skills, Performance Based Education, Questionnaires, Role Perception, School Personnel, State Surveys, *Vocational Education
Identifiers—*Minnesota

Described are the procedures used to generate 44 competency statements regarding the job of Minnesota coordinator of special needs, a local school district level position which involves providing services to handicapped and/or disadvantaged students in vocational education. It is reported that an expert jury (which included professionals in the field of vocational and special education) was requested to submit a written list of competencies that might be required for the coordinator's job. The 44 statements which resulted are presented in table form and include that the coordinator be able to maintain a current knowledge of research, trends, and new developments in special needs programing; select and acquire instructional materials appropriate for special needs students; and secure financial aid for individual students, using alternative sources. Appended are a document summarizing a study designed to investigate job incumbents' ratings of competency statements, a paper on competency based versus performance based training, and a copy of the questionnaire used in a survey of the

position and background of 33 Minnesota coordinators of special needs. (SBH)

ED 130 479 EC 091 790

Pyfer, Jean L.
Assessment and Evaluation of the Handicapped Child.

Pub Date 76

Note—19p.; Paper presented at the American Alliance of Health, Physical Education and Recreation Convention (Milwaukee, Wisconsin, April 6, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Criterion Referenced Tests, Elementary Secondary Education, Evaluation Methods, *Motor Development, Needs Assessment, *Perceptual Motor Coordination, *Physical Education, *Physically Handicapped

Presented is a sequential motor development model for use in the assessment of physically handicapped children by physical educators, and discussed is criterion testing and its role in the identification of motor development. The author points out that professionals are generally relied upon in the areas of auditory and visual evaluations, and discusses the following instruments for use in assessing developmental factors related to the sensory - motor model: Fiorentino's Reflex Test of Central Nervous System Development, the Lincoln - Oseretsky Motor Development Scale, the Purdue Perceptual Motor Survey, the Frostig Test of Visual Perception Development, and the Southern California Battery of Perceptual Motor Tests. Needs in the areas of order and agreement in regard to the sequential nature of motor development, assessment of development, and target behavior expectations for various handicapping conditions are reported. (IM)

ED 130 480 EC 091 791

Williams, Patricia Walsh

A Comparison of Inservice Methods for Training Teachers to Comprehend and Implement the Decision-Making Model for Diagnostic Teaching. Final Report 9.32.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Jan 76

Grant—OEG-9-242178-4149-032

Note—145p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Decision Making Skills, *Demonstration Projects, *Diagnostic Teaching, Educational Diagnosis, Elementary Secondary Education, Exceptional Child Research, Identification, *Inservice Teacher Education, *Learning Disabilities, Models

Identifiers—Final Reports

Examined with 59 inservice teachers was the ability to learn to identify and manage children with learning difficulties through participation in a training program using the module "A Decision-Making Model for Teaching the Handicapped", the transfer of knowledge obtained from the training program to the teacher's classroom behavior, and the extent of inservice support needed for maximal comprehension and implementation of the model. Groups of Ss viewed the module only, received a weekly self-monitoring checklist in addition to the module, interacted with a consultant in addition to reviewing the module, or viewed another module. Comprehension and implementation were evaluated, and analysis of the data indicated that Ss viewing the module evidenced significantly greater comprehension and implementation of the decision-making process than controls, and both forms of followup increased the levels of comprehension and implementation significantly, with no differences between the types of followup used. (Approximately half of the document consists of such appended materials as a flow chart of the decision-making model, the self-monitoring weekly checklist, summary of consultant activities, interpretation of measurement data, and statistical tables.) (IM)

ED 130 481 EC 091 792

Oguthorpe, Russell T.

The Hearing Peer as a Provider of Educational Support to Deaf College Students.

Pub Date Apr 76

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976, Session 23.01)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Students, *Deaf, Exceptional Child Research, Higher Education, *Peer Teaching, *Tutoring

Identifiers—*Note Taking

The feasibility of employing hearing college students as tutor/notetakers for deaf students was examined with 25 deaf and 10 hearing students. Hearing Ss were given an intensive training program in manual communications, notetaking, and tutoring, and assigned to take notes for and tutor the deaf Ss who were enrolled in classes for the hearing. Data from questionnaires administered to participants and faculty indicated that the program was effective in that tutor/notetakers felt competent and most deaf Ss rated their tutor/notetaker as a competent provider of support. (Author/IM)

ED 130 482 EC 091 793

Mitchell, Sibyl

Parental Perceptions of Their Experiences with Due Process in Special Education. A Preliminary Report. RIEP-Print No. 99.

Research Inst. for Educational Problems, Cambridge, Mass.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Jun 76

Grant—G-00-75-02322

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Due Process, Educational Accountability, Elementary Secondary Education, Exceptional Child Education, *Handicapped Children, Legal Responsibility, *Parental Grievances, Parent Attitudes, Parent Reaction, *Parent School Relationship, *Special Education, *State Legislation

Identifiers—Massachusetts

Examined were the expectations and characteristics of the parents in 25 families involved with due process concerning the education of their learning disabled, emotionally disturbed, gifted, or speech impaired children (7-21 years old). Families availing themselves of the appeals process under Chapter 766 (a Massachusetts law providing for the special educational needs of handicapped children) were interviewed to determine beliefs about the child and education in general, attitudes concerning the child's needs, their sense of empathy, technical competence to understand the law, their child's needs, and the school's position. School variables such as quality of the evaluation and development of an educational plan were considered, as well as key variables in communication between school and parent. Findings included the following: 75% of those who requested a hearing expected that they could win; all parents were apprehensive; generally the schools had more resources than the parents (counsel and witnesses); the procedure was costly in terms of money and anxiety; and 80% underwent a process of self-education related to their child's special need. (IM)

ED 130 483 EC 091 794

Kershman, Susan M.

The Validation of a Learning Hierarchy in Tactual Discrimination for Blind Children.

Pub Date Apr 76

Note—16p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Blind, Developmental Tasks, *Discrimination Learning, Exceptional Child Research, Primary Education, Reading Readiness, Sensory Aids, *Sequential Approach, *Tactual Perception, Visually Handicapped

Identifiers—*Optacon

A study was initiated with 60 blind children (kindergarten through grade 2) in order to validate the order of a sequence of tactual discrimination tasks leading to the use of braille and the Optacon. Ss were tested with tasks designed for the readiness level (discrimination of large solid geometric shapes, flat puzzle pieces, embossed dot geometric figures, raised line geometric figures, embossed dot line figures, and raised line segments), culminating with the tactual discrimination of braille figures and of inkprint figures presented on the Optacon. Scalogram analysis of the data supported the hypothesized

order of the tasks. Tactual discriminations on the Optacon, considered separately, were not beyond the capabilities of most of the second grade children in the study. (Author/IM)

ED 130 484 EC 091 795

National Network Directory Newsletter: A Directory of Parent Organizations for Parents of the Gifted.

Gifted Child Society, Inc., Oakland, N.J.

Spons Agency—Robert Sterling Clark Foundation, Inc., New York, N.Y.

Pub Date Mar 76

Note—60p.

Available from—Gifted Child Society, 59 Glen Gray Road, Oakland, New Jersey 07436 (\$3.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Books, Checklists, *Child Advocacy, Directories, Elementary Secondary Education, Exceptional Child Education, *Gifted, Legislation, *Parent Associations, *Parent Role Identifiers—*Parent Resources

Intended for parents of gifted children, the directory reports information on parent groups and the role of parents as teachers and advocates. Color-coded sections cover the following topics: formation of the directory, legislation, sources of books about gifted children, ways for parents to reach educators, and hints for parents at home. The bulk of the document consists of a section listing parent groups by state and including such information as the group's name, address, membership number, amount of dues, goals, most successful activity, and contact person. A final section provides parent checklists for identifying a gifted child, for youngsters interested in science, and for organizing educational programs for gifted and talented, as well as a short paper on what the gifted child needs from parents and a sample community resource survey form. (SBH)

ED 130 485 EC 091 796

Murray, Hugh

A Study of the Role of Central Auditory Processing in Learning Disabilities: A Prospectus Submitted to the Department of Speech.

Pub Date May 76

Note—23p.; Best Available Copy

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Audiology, *Auditory Evaluation, Definitions, Elementary Secondary Education, Evaluation Methods, Exceptional Child Research, *Learning Disabilities

Identifiers—*MAID Stimulus, Minimal Auditory Intensity Differential

Proposed is a study to evaluate the auditory systems of learning disabled (LD) students with a new audiologic, diagnostic, stimulus apparatus which is capable of objectively measuring the interaction of the binaural aspects of hearing. The author points out problems with LD definitions that exclude neurological disorders. The detection of central hearing involvement as well as the expansion of MAID (minimal auditory intensity differential) stimulus for proposed control testing are briefly discussed; and data from a pilot study are presented. The bulk of the document consists of tables and charts explaining the use of the MAID stimulus. (SBH)

ED 130 486 EC 091 797

McKenney, Ruth Smith

An Analysis of Sound Blending Skills in Reading and Articulation Impaired Children.

New Mexico State Univ., Las Cruces.

Pub Date May 76

Note—45p.; Master's Thesis, New Mexico State University

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Articulation (Speech), Consonants, Elementary Education, Exceptional Child Research, Grade 3, Learning Disabilities, *Reading Difficulty, Speech Handicapped, *Syllables, Vowels

Analyzed was the performance of 36 third grade children with various reading and articulation skills in blending selected syllables across three modes of presentation. Ss were divided into three groups: one with normal reading and speech skills, one with below grade-level reading skills and normal speech skills, and one with grade-level reading skills but exhibiting an articulation problem characterized by one or more defective speech sounds. Each S received a list of 81 stimuli divided into three modes of presentation (auditory, visual, and auditory-visual) within

each of three mode types—vowel-consonant (VW), consonant-vowel-consonant (CVC), and consonant-vowel-consonant (CV-C). CVCs were all familiar words while VCs were either real or nonsense words. Results indicated a significant effect for mode of presentation and syllable type, with the below grade-level reading group yielding the poorest performance in terms of correct responses in all modes and on all syllable types. The group with defective speech sounds usually produced the highest number of correct responses in all modes and on all syllable types. CV-C appeared to be the easiest syllable type to blend in all groups while CVC was the hardest. (Author/SBH)

ED 130 487 **EC 091 798**
Directory of Learning Disabilities Services for State Education Agencies.

National Association of State Directors of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 76

Note—201p.

Available from—National Association of State Directors of Special Education, Inc., NEA Building, 1201 16th Street, N.W., Suite 610E, Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Admission Criteria, Consultants, *Definitions, Delivery Systems, Elementary Secondary Education, Exceptional Child Research, *Learning Disabilities, National Surveys, Preschool Education, Special Education Teachers, State Aid, *State Programs, *Teacher Certification, Teacher Education

Incorporated from questionnaire data, the directory provides detailed information about services provided for children with specific learning disabilities in each state as well as in the District of Columbia, Guam, Puerto Rico, and districts covered by the Bureau of Indian Affairs. Information for each state usually includes the following: name and address of the consultant responsible for learning disabilities (LD) matters, percent of time above person spends as an LD consultant, the state's current statutory definition of specific learning disabilities, eligibility criteria specified by state for child's inclusion in the LD program, percentage of total school population considered, percentage limitation on LD classification in state, number of served LD children in state (broken down into pre-school, elementary, and secondary levels), state level of contribution for LD program, estimated number of practicing teachers certified in LD, teacher certification procedures set up in state in the area of LD, agency certifying LD teachers in state, program options available for delivery of the LD program, and colleges or universities in state currently preparing personnel in the area of LD. Provided in the appendixes are more detailed descriptions of eligibility criteria where they are specified by a state, teacher certification procedures, and titles of state research and demonstration projects and publications on specific learning disabilities. (SBH)

ED 130 488 **EC 091 799**

Holloway, Judith Lynn

An Analysis of the Visual and Auditory Aspects of Sound Blending Including Central Auditory Integration as Measured on the Maid. Final Report.

New Mexico State Univ., Las Cruces.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—H01835J

Pub Date Jul 76

Grant—G-00-74-07460

Note—53p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Aural Stimuli, *General Education, *Phonemes, Research Projects, *Speech Skills, *Visual Stimuli

Analyzed was the performance of 30 children with normal reading and speech skills on various blending tasks. There were three groups of ten Ss each with each group receiving one of three modes of presentation: auditory, visual, or auditory-visual. The stimuli consisted of 150 consonant-vowel (CV), vowel-consonant (VC), and consonant-vowel-consonant (CVC) syllables. CVCs were all familiar words; CVs were all nonsense words and VCs were either real or nonsense words. In the auditory mode, sound segments

representing the phonemes of the syllables were spoken at stimulus onset asynchrony (SOA) times of 500, 750, and 1000 milli-second; in the visual mode, letters corresponding to the phonemes of the syllables were projected serially at the same SOA times; and in the audio-visual mode, letters and sound segments were presented concurrently. Ss responded by speaking the syllable which had been presented in segments. Results indicated a significant effect for mode of presentation, with auditory-visual yielding the most and auditory the fewest correct responses. Syllable type also had a significant effect; CVCs presented in two segments (C-VC or CV-C) were easier than C-V, V-C, or C-V-C. Meaning and rate of presentation did not have a clear effect on performance. (Author/SBH)

ED 130 489 **EC 091 802**

Tagg, Mary

Slow Learner Education in New Zealand.

Pub Date 76

Note—4p.; Item 2 of 11 in SET 76, No. 1, a research information kit for teachers

Available from—Test and Book Sales Division, NZCER, P.O. Box 3237, Wellington, New Zealand (3.NZ issue, 5.NZ/set, individual items sold in lots of 10 or more, 50c.NZ)

Document Not Available from EDRS.

Descriptors—Educational Assessment, Educational Objectives, *Educational Programs, *Foreign Countries, Identification, *Learning Disabilities, Regular Class Placement, Secondary Education, *Slow Learners, Special Classes, Special Education Teachers, *Surveys

Identifiers—*New Zealand (Auckland)

A survey of slow learner education in state secondary schools was conducted in Auckland and North Auckland, New Zealand. Thirty-five schools containing 30,787 pupils replied to the questionnaire which covered the following areas: assessment prior to placement, educational objectives, identification methods, special classes, teaching groups, teachers, special programs, teacher assessment of slow learners, physical accommodations, financial provisions, and availability of equipment and materials. Among findings were such attitudes as appreciation of the needs of low academic ability pupils, uncertainty as to suitable approaches to slow learner work, differences of opinion on integration of these pupils into a uniform school program, and lack of knowledge of the value of newer forms of specialized equipment and teaching methods for remedial and compensatory education. (IM)

ED 130 490 **EC 091 806**

Krasnoff, Margaret J., Ed.

Learning Disabilities: The Decade Ahead.

Michigan Univ., Ann Arbor. Inst. for the Study of Mental Retardation.

Spons Agency—Social and Administrative Services and Systems Association.

Pub Date Nov 74

Grant—55-P-25184-5-03

Note—202p.; ISMMRD Conference Proceedings (Ann Arbor, Michigan, November 20-22, 1974)

Available from—Community Services Division, Institute for the Study of Mental Retardation and Related Disabilities, 130 South First Street, Ann Arbor, Michigan 48108 (\$6.00)

Document Not Available from EDRS.

Descriptors—Auditory Perception, Conference Reports, Drug Therapy, *Educational Needs, *Educational Trends, Environmental Influences, Exceptional Child Education, *Learning Disabilities, Motor Development, Neurology, *Perceptual Development, Perceptual Motor Coordination, Vision, Visual Perception

Presented are ten papers given at a 1974 conference focusing on realistic goals for serving learning disabled children in the decade ahead. Papers have the following titles and authors: "Introduction and Overview of the Problem of the Conference" (W. Cruickshank); "Concepts of Vision in Relation to Perception" (G. Getman); "Motor Activities and Learning Disabilities, A Look Ahead" (B. Cratty); "Perceptuo-Motor Disabilities and Research" (K. Wedell); "Futures in Perceptual Training" (M. Frostig); "Auditory Processing and Language" (E.H. Noser); "Perception and Educational Planning" (D. Johnson); "Medication and Control of Behavior" (C. Kornetsky); "Environmentally Determined Learning Disabilities" (C. Deutsch); and "Neurobiology and Learning Disabilities" (J. Volk). Appended

are the conference program and a list of conference participants. (DB)

ED 130 491 **EC 092 055**

Ashburn, Sarah H.

Comprehensive Support Services Program for Serving Pupils with Special Educational Needs, 1975 - 1976. Report and Evaluation.

Tompkins-Seneca-Tioga Board of Cooperative Educational Services, Ithaca, N.Y.

Spons Agency—New York State Education Dept., Albany.

Pub Date Oct 76

Note—58p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Academic Achievement, Annual Reports, Cooperative Teaching, Delivery Systems, Elementary Secondary Education, Exceptional Child Education, Identification, Individualized Instruction, *Interdisciplinary Approach, *Learning Disabilities, Program Descriptions, Program Evaluation, *Regional Programs, Special Education, State Programs, Student Evaluation, *Supplementary Education, *Teaching Methods, Teamwork

Identifiers—Dryden New York School District, Groton New York School District, Individualized Educational Programs, Ithaca City New York School District, Lansing New York School District, Newfield New York School District, *New York, South Seneca New York School District, *Student Evaluation Teams, Trumansburg New York School District

Presented are a description and evaluation report of the Comprehensive Support Services Program (CSSP), a regional effort by seven New York school districts to identify, evaluate, and provide supplemental educational support for learning disabled students with special educational needs through a multi-disciplinary team in each school. Summarized are the results of an evaluation for the 1975-76 school year based on four assessment tools—surveys of school administrators, classroom teachers whose students received support, and parents of students served, and preservice and postservice testing of 1,129 students (grades 1-12) with learning problems using the Peabody Individual Achievement Test. It is noted that the major conclusions from comparisons of test results are that (1) CCSP students gained significantly greater than the national norm in math, work recognition, and comprehension; (2) gains were greater at eight grade and below than at the higher grades; (3) no differences were attributable to service method (direct or indirect); (4) gains in word recognition and comprehension may have been attributable to the intervention measure; and (5) second year gains equaled or exceeded first year gains. Included are such recommendations as the provision of consistent screening to identify students with learning problems, preparation of individual educational plans, and increased focus on teacher training. Appended are the questionnaires and interview forms used with administrators, teachers, and parents. (IM)

FL

ED 130 492 **FL 007 725**

Trim, J. L. M.

Languages for Adult Learners. Language Teaching and Linguistics: Abstracts, Vol. 9, No. 2.

Pub Date Apr 76

Note—23p.

Available from—Cambridge University Press, 32 East 57th St., New York, New York 10022 (8.50 pounds for Vol. 9, 2.50 pounds for a single part)

Document Not Available from EDRS.

Descriptors—*Adult Education, Adult Students, *Bibliographies, Immigrants, *Indexes (Locators), *Language Instruction, Languages for Special Purposes, Language Teachers, Language Tests, *Literature Reviews, *Second Language Learning

Identifiers—Language Contact

Increasing attention is being paid to the teaching of languages to adults. Communications improvements, tourism, immigration and international commerce are all contributing factors. Emerging third-world states often require a European language for internal and outside commu-

nication. Close contact among European nations demands knowledge of a second language for professional use. Several studies have been made to ascertain language needs in various European countries, revealing great diversities according to country, age, class, occupation and language required. Various European groups are examining adult learning possibilities in permanent and recurrent education. Several studies note the trend in language learning objectives toward a learner-centered, needs and motivation-based approach, exemplified in a Council of Europe objectives model. Languages may be learned for general communication or for special vocational purposes requiring specific technical vocabulary. Several papers note techniques and problems in this type of instruction. Immigrants and migrant workers form a special class of adult language learners - often disadvantaged, with social-educational problems. Both adult language teaching methodology and testing techniques have been closely examined. Following this survey article is a classified bibliography on adult language learning and a classified index to abstracts related to adult language learning published in this journal. (CHK)

ED 130 493 FL 007 791

Hirakouji, Kenji. *Bedell, George*.
Reflexive Forms in Japanese and English. Studies in East Asian Syntax.

California Univ., Los Angeles. Dept. of Linguistics.

Pub Date Oct 72

Note—18p.

Journal Cit—*Studies in English Linguistics*; v4 p98-111 Mar 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Contrastive Linguistics, English, Generative Grammar, *Japanese, *Morphology (Languages), *Pronouns, Semantics, Sentence Structure, Synchronic Linguistics, *Syntax Identifiers—*Reflexives

Reflexives in Japanese and English show a number of interesting differences. Morphologically, there is a single form "jibun" ("jishin") in Japanese, which does not vary for person or number. In English there are various forms which always agree in person and number ("myself," "himself," "themselves," etc.). Syntactically, English reflexives are usually restricted to the same clause as their antecedents, while Japanese reflexives are not. With numerous examples in Japanese and English, the uses of reflexives are analyzed and compared. (Author/CHK)

ED 130 494 FL 007 801

Frith, May B.
A Comparison of First and Second Language Learning.

Pub Date Nov 75

Note—11p.

Journal Cit—*McGill Journal of Education*; v10 n2 p131-140 Fall 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Child Language, Language Ability, *Language Development, Language Instruction, Language Learning Levels, *Language Research, Learning Processes, *Learning Theories, Literature Reviews, *Psycholinguistics, *Second Language Learning, Verbal Development

A number of first language (L1) research studies are examined in an attempt to discover whether the hypothesized similarity between L1 acquisition and second language (L2) learning has any empirical support. The relationship between age and language learning is considered to determine if there are changes in learning ability, rate of learning and learning strategies with age. Studies show child language to be self-contained, internally consistent, systematic, and not dependent on the full adult system. Adults usually correct children's speech for content rather than syntax. Language learning appears to be a "creative construction" process; children make a series of hypotheses about the L1 as they learn it to explain the data they encounter. Studies of children learning various first languages suggest a universality of basic stages and processes. Language teachers should reduce monotonous syntactic practice and devise techniques and exercises to help L2 students perceive, internalize and use language patterns to express their own meanings. Some studies infer that language learning ability decreases with age, but there is no experimental evidence to support this.

Contextual support is an important difference between L1 and L2 learning; if adults learn in settings offering opportunities for frequent meaningful communication, rate and quality of L2 learning should improve. (CHK)

ED 130 495 FL 007 929

Perry, Jessica, Ed. Pietrzyk, Alfred, Ed.
Preliminaries to the Design of LINC'S Indexing Tools. LINC'S Project Document Series.

Center for Applied Linguistics, Washington, D.C. Language Information Network and Clearinghouse System.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—CALLINC'S-69-15

Pub Date Jul 71

Grant—NSF-GN-771

Note—55p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Automatic Indexing, Classification, *Indexing, *Information Networks, Information Processing, *Information Retrieval, Information Science, *Information Systems, Lexicography, *Linguistics, Search Strategies, Subject Index Terms, *Thesauri, *Vocabulary Identifiers—*Language Sciences

The four chapters included in this report are based on LINC'S project activities undertaken since 1968, with an emphasis on indexing tools in the language sciences and related problems. Chapter one, "Indexing Tools for the Language Sciences: Methodology," discusses the development of a LINC'S thesaurus and its role in the LINC'S network. Chapter two, "Vocabulary and Indexing for LINC'S: Some Preliminary Considerations," discusses LINC'S indexing procedures. Chapter three, "A Preliminary Classification for Language Sciences Information: Working Outline," discusses the requirements for a classification system which could constitute a framework for the LINC'S thesaurus. Chapter four, "Vocabulary Control for the LINC'S Reference Management System (RMS)," summarizes the initial indexing approaches and authority file management techniques which, at this time, are considered to be optimal for use in the proposed Reference Management System (RMS), the automated central clearinghouse and secondary processing facility of LINC'S. (Author/AM)

ED 130 496 FL 007 930

Zisa, Charles
Professional Meetings in The Language Sciences. A Pilot Study. LINC'S Project Document Series.

Center for Applied Linguistics, Washington, D.C. Language Information Network and Clearinghouse System.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—LINC'S-10-69P

Pub Date Dec 69

Grant—NSF-GN-771

Note—18p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Comparative Analysis, Data Analysis, *Information Dissemination, *Information Networks, Information Processing, *Informational Systems, *Linguistics, *Meetings, *Professional Associations, Questionnaires Identifiers—*Language Sciences

In order to investigate the role meetings play in the dissemination of information in the language sciences, a questionnaire was devised to be sent to the participants in selected professional meetings. The responses from the participants in each meeting were to be analyzed to obtain a composite picture of the viewpoints represented, and the composites representing each meeting were then to be compared with each other. Difficulties prevented the completion of the study. This report contains results from two meetings: the Seventeenth Annual Conference of the National Society for the Study of Communication, and the Twentieth Annual Round Table of Georgetown University. A list of meetings proposed for study appears in Appendix A. Appendix B contains a sample letter of transmittal and a questionnaire. (Author/AM)

ED 130 497 FL 007 931

Parameter Requirements for Description of Alternative LINC Systems. Final Report.

Center for Applied Linguistics, Washington, D.C. Language Information Network and Clearinghouse System.; Information Dynamics Corp., Bethesda, Md.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—LINC'S-1-68

Pub Date Mar 68

Grant—NSF-GN-653

Note—56p.; Not available in hard copy due to marginal legibility of original document.

Available from—National Technical Information Service, Springfield, Virginia 22161, (PB 178 218, MF \$0.95, HC \$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cost Effectiveness, Information Centers, *Information Dissemination, *Information Networks, *Information Systems, Language Research, *Linguistics, *Mathematical Models, Operations Research, Program Evaluation, *Systems Analysis, Systems Approach Identifiers—*Language Sciences

This study was undertaken for the Center for Applied Linguistics to survey and analyze its information system program for the language sciences. The study identifies and defines the generalized sets of parameters required for subsequent quantitative analysis of proposed alternative Language Information Network and Clearinghouse Systems by means of mathematical models. The report describes the descriptive and evaluative models characterizing the information system in operational terms and expresses the relationship between measures of value or effectiveness and cost, and the chosen alternative designs. Variables defining alternative systems and parameters affecting system effectiveness are presented. The structure of the descriptive model characterizing a generalized conceptual information system is drawn. Variables and parameters of the system user community are described. Characterization of information elements and processing from real-world inputs to service outputs is developed. Cost parameters required to evaluate system operating costs are presented for materials, processing and communications. A summary list of symbols follows. The report recommends specification of system variables, design of data forms, data reduction, development of an evaluative model, and tailoring of a descriptive model. (CHK)

ED 130 498 FL 007 932

Rice, Frank, Comp. Guss, Allene, Comp.
Information Sources in Linguistics: A Bibliographical Handbook.

Center for Applied Linguistics, Arlington, Va.

Pub Date 65

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Annotated Bibliographies, Anthropology, Applied Linguistics, *Bibliographies, Computational Linguistics, Diachronic Linguistics, Foreign Language Periodicals, *Information Sources, *Language Research, *Linguistics, Linguistic Theory, *Periodicals, Psycholinguistics, *Scholarly Journals, Sociolinguistics, Synchronic Linguistics

This handbook describes existing sources of information in linguistics and certain related fields. It is intended principally for the linguistics student at the upper undergraduate or graduate level. The handbook attempts to provide coverage of all major traditional fields in linguistics (e.g., descriptive, historical, phonology, grammar, dialectology, semantics, applied linguistics); of most of the major theoretical approaches to linguistic analysis (e.g., Prague school, tagmemics, transformational analysis); and of major linguistics-related disciplines (e.g., anthropological linguistics, sociolinguistics and psycholinguistics). Coverage of languages and language groups has been limited to language families or areal groupings, and only major journals are included. Most individual articles in journals and serials are excluded, except for important sources of bibliography or history. Most materials are in English, although consideration has been given to material in French, German, Russian and some other languages. Arrangement is by subject throughout, with the following form divisions: bibliographies; periodicals; monographs; congresses and proceedings; maps, atlases, handbooks; histories and surveys; and theory and method. An author index is included. (CHK) history.

ED 130 499 FL 007 933

Dingwall, William Orr
Transformational Generative Grammar: A Bibliography.

Center for Applied Linguistics, Arlington, Va.
Pub Date 65
Note—92p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Anthropology, *Bibliographies, Computational Linguistics, Conference Reports, Contrastive Linguistics, Descriptive Linguistics, Diachronic Linguistics, Dialect Studies, *Generative Grammar, Generative Phonology, Grammar, Linguistic Theory, Psycholinguistics, Syntax, Tagmemic Analysis, *Transformational Generative Grammar, *Transformation Theory (Language)

This is an attempt to compile, from public sources, as complete a bibliography as possible of works related to linguistics and having to do with transformational generative grammar. The arrangement is alphabetical by author and chronologically by publication or delivery date of works of a given author. The majority of items are also indexed by topic. Topics include: anthropological linguistics, contrastive analysis, computational linguistics, diachronic linguistics, dialectology, psycholinguistics, and stylistics. Section one contains published works, section two unpublished conference papers. (Author/AM)

ED 130 500 FL 007 934

Sociolinguistics: A Crossdisciplinary Perspective.
Center for Applied Linguistics, Arlington, Va.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—157p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—American English, Anthropology, Child Language, Communicative Competence (Languages), *Conference Reports, Descriptive Linguistics, *Dialect Studies, Early Childhood Education, *Interdisciplinary Approach, *Language Research, Minority Groups, Nonstandard Dialects, Psychology, Research Needs, *Social Dialects, Social Factors, *Sociolinguistics, Speech Education, Standard Spoken Usage

Identifiers—Black English
This volume contains an edited version of the papers presented at a 1969 conference called by the Center for Applied Linguistics in an effort to provide information to researchers, teachers, and administrators from various fields who have seen social dialects as contributing to the complexity of their disciplines. Ten scholars represented the following fields: speech/communication, psychology, education, sociolinguistics, and linguistics/anthropology. One scholar from each field presented the research assumptions of his field; a second scholar presented a response. The papers and responses are as follows: (1) "Social Dialects and the Field of Speech" by F. Williams, response by O.L. Taylor; (2) "Developmental Studies of Communicative Competence" by H. Osser, response by V. John; (3) "Social Dialects in Developmental Sociolinguistics" by S.M. Ervin-Tripp, response by C.M. Kernan; (4) "Approaches to Social Dialects in Early Childhood Education" by C. Cazden, response by R.D. Hess; (5) "Social Dialects from a Linguistic Perspective" by W. Wolfram, response by W.J. Samarin. In addition, "The Inadequacies of the Linguistic Approach in Teaching Situations" was presented by S. Engelmann. (Author/AM)

ED 130 501 FL 007 936

Wei, Jacqueline
Dialectal Differences Between Three Standard Varieties of Persian: Tehran, Kabul, and Tajik.
Center for Applied Linguistics, Arlington, Va.
Pub Date 62

Note—51p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Consonants, Contrastive Linguistics, *Dialect Studies, Function Words, Language Instruction, *Language Variation, *Morphology (Languages), Nouns, Numbers, *Persian, *Phonology, Regional Dialects, Second Language Learning, Standard Spoken Usage, Stress (Phonology), Teaching Methods, Verbs, *Vocabulary, Vowels

Identifiers—Afghanistan (Kabul), Iran (Tehran), USSR (Tadzhikistan)

This study is a description of the linguistic differences between three Persian dialects. The underlying aim of the study is to provide the lin-

guistic facts necessary to evaluate the implications of divergence between the dialects for students of Persian. It would appear that if students experience difficulty in adjusting from one dialect to another, a revision of teaching policies would be in order. This revision would provide either instruction in three separate dialects, or some sort of "core" Persian to which the features that distinguish one dialect from another could be added. The study looks at both the Standard Persian spoken in Iran, Afghanistan, and the Tajik Soviet Socialist Republic, and at three colloquial dialects, Tehrani, Kabuli, and Varzobi. This is due to the fact that the standard languages are restricted to the sociolects of writing and formal speech, and a description of them alone would not include varieties used in ordinary conversation. The following aspects of the dialects are described: (1) phonology, specifically vowels, consonants, semivowels, and stress; (2) morphology, specifically nominal affixes, pronouns, demonstratives and indefinites, numerals, and verbs; and (3) lexicon. (CLK)

ED 130 502 FL 007 937

Ferguson, Charles A. Ani, Moukhtar
Lessons in Contemporary Arabic. Lessons 1-8.
Center for Applied Linguistics, Arlington, Va.
Pub Date 64

Note—178p.

Available from—Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (\$4.50)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Arabic, College Language Programs, Grammar, *Instructional Materials, *Intensive Language Courses, *Language Instruction, Pattern Drills (Language), *Second Language Learning, Sentence Structure, Standard Spoken Usage, *Textbooks, Uncommonly Taught Languages, Vocabulary, Written Language

This course of lessons in Arabic is intended for use in semi-intensive or intensive courses (6 to 8 hours a week) at the college level for Americans who want to learn the kind of Arabic used today throughout the Arab world for writing and formal speaking. This volume consists of eight lessons, about half of the full textbook as planned. The course presupposes a foundation in the Arabic sound and writing systems; no explanations are given in these areas. Each lesson consists of five main parts: (1) the Basic Sentences, a set of natural Arabic sentences on a certain topic; (2) the Grammar Notes, a set of explanations of features of the grammatical structure of the language which have appeared in the Basic Sentences; (3) the Drills, exercises of various kinds devised to drill the student on the features of grammar and vocabulary learned up to that point; (4) the Supplementary Sentences, containing familiar words and constructions in new combinations; and (5) a Vocabulary of all the new words occurring in that lesson, with their English equivalents. The course is intended to be used with a qualified instructor. (Author/AM)

ED 130 503 FL 007 938

Ferguson, Charles A.
Glossary of Terms Relating to Languages of the Middle East.
Center for Applied Linguistics, Arlington, Va.
Pub Date 63

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*African Languages, *Afro Asiatic Languages, Amharic, Arabic, Armenian, Berber Languages, Definitions, Diachronic Linguistics, *Glossaries, *Indo European Languages, Language Classification, Persian, *Semitic Languages, Synchronic Linguistics, *Turkic Languages, Turkish, Vocabulary, Writing

Identifiers—*Middle Eastern Languages
This glossary gives brief, non-technical explanations of the following kinds of terms: (1) names of all important languages now spoken in the Middle East, or known to have been spoken in the area; (2) names of language families represented in the area; (3) descriptive terms used with reference to the writing systems of the area; (4) names of famous inscriptions or sources of documentation for ancient languages; and (5) a few relevant technical terms of general linguistics. (Author/RM)

ED 130 504 FL 007 939

Hernandez-Chavez, Eduardo, Ed. And Others
El Lenguaje de los Chicanos (The Language of Chicanos). Regional and Social Characteristics of Language Used by Mexican Americans.
Center for Applied Linguistics, Arlington, Va.
Pub Date 75

Note—270p.; For related document, see ED 056 590

Available from—Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 (\$7.00)

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*Bilingualism, Child Language, Cognitive Processes, Descriptive Linguistics, *Dialect Studies, Grammar, Interference (Language Learning), Language Development, *Language Variation, Linguistic Borrowing, *Mexican Americans, Multilingualism, Non-standard Dialects, Phonology, Psycholinguistics, Regional Dialects, Social Dialects, Social Factors, Sociolinguistics, *Spanish, *Spanish Speaking, Vocabulary

Identifiers—Code Switching
The following articles are included in this anthology on Chicano speech: (1) "Mexican Spanish," D.N. Cardenas; (2) "The Archaic and the Modern in the Spanish of New Mexico," J. Ornstein; (3) "Problemas Lexicograficos del Espanol del Sudoeste," A.M. Espinosa, Jr.; (4) "Associative Interference in New Mexican Spanish," J.B. Rael; (5) "Some Aspects of Arizona Spanish," A.C. Post; (6) "Dialectal and Nonstandard Forms in Texas Spanish," D.M. Lance; (7) "Variations in Los Angeles Spanish Phonology," R.N. Phillips, Jr.; (8) "El Habla y la Educacion de los Ninos de Origen Mexicano en Los Angeles," Y. Lastra de Suarez; (9) "Chicano Spanish Dialects and Education," E. Garcia; (10) "Spanish-English Bilingualism in San Antonio, Texas," J.B. Sawyer; (11) "Speech Mixture in New Mexico: The Influence of the English Language on New Mexican Spanish," A.M. Espinosa; (12) "Adaptation of English Borrowing," J.D. Bowen; (13) "Some Lexical Characteristics of San Jose Spanish," A. Beltramo and A. de Porcel; (14) "Spanish-English Code Switching," D.M. Lance; (15) "Cognitive Aspects of Bilingual Communication," J.J. Gumperz and E. Hernandez-Chavez; (16) "Chicano Multilingualism and Multiglossia," F. Penalosa; (17) "Social Functions of Language in a Mexican-American Community," G.C. Barker; (18) "Pachuco: An American-Spanish Argot and Its Social Function in Tucson, Arizona," G.C. Barker; (19) "Assessing Language Maintenance in Spanish-Speaking Communities in the Southwest," A.D. Cohen; and (20) "The Acquisition of Grammatical Structures by Mexican-American Children," G. Gonzalez. (AM)

ED 130 505 FL 007 940

Khaier, Mahmoud Roushdi
The Teaching of Arabic in the Arab World.
Center for Applied Linguistics, Arlington, Va.
Pub Date 63

Note—18p.; Paper presented at the annual meeting of the Modern Language Association (Washington, D.C., December 29, 1962)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Arabic, *Elementary Secondary Education, *Language Instruction, Language Learning Levels, Language Teachers, Language Usage, Reading Instruction, Reading Skills, Speech Skills, *Teacher Education, Teaching Methods, Writing Skills

Identifiers—Arab Countries
The methods and objectives of teaching Arabic in the Arab world are outlined here. In elementary school (ages 6-12) about 1/3 of the instructional time is allotted to teaching Arabic. It aims to provide the child with basic skills in reading, conversation and writing. The speech taught is that of modern Arabic used by educated speakers. Reading instruction combines the global or sentence method with the analytical or alphabet method. The preparatory or intermediate school covers ages 12-15. Teaching of Arabic at this stage aims at enabling the student to master the language as a tool for oral and written communication, to read a wide variety of materials of various types and for different purposes, and to start exploring the literature of the Arabic language. Oral and written expression are emphasized and grammar is studied intensively. Secondary school students are aged 15-18, and

most go on to the university. This school serves to complete the education of the good citizen and to prepare him for fields of specialization at university level. Mastery of reading and writing skills is sought and past and present Arabic literature is studied. Teacher education and trends in teaching Arabic are also outlined. (CHK)

ED 130 506 FL 007 941

English Overseas: Guidelines for the American Effort in Teaching English as a Second Language.

Center for Applied Linguistics, Arlington, Va.
Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.; Ford Foundation, New York, N.Y.

Pub Date 61

Contract—ICAc-1927

Note—38p.; For related document, see FL 007 944

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Developing Nations, *Educational Needs, *English (Second Language), International Programs, Language Instruction, *Language Programs, Language Role, Language Teachers, Manpower Needs, Program Planning, Second Language Learning, *Surveys

This study is one of a series of documents resulting from the Survey of Second Language Teaching, which investigated second language learning as a factor in national development in Asia, Africa and Latin America. The aspect discussed here concerns professional evaluations, opinions and recommendations of individuals and organizations involved in teaching English as a second language. This report is divided into four sections. (1) The American role in ESL programs here and overseas is fragmented among several government agencies, private foundations and professional associations. The U.S. must reassess its world role and cooperate with other English-speaking nations in training foreigners to produce their own English teachers. (2) The major factor in program planning is the state of the individual nation - educational atmosphere, degree of linguistic unity, position of English, geographical conditions, institutional rivalries, traditional attitudes and living conditions. Thorough country surveys and coordinated educational efforts are necessary. (3) Manpower needs for such programs are considerable: teachers, teacher trainers, linguists, audio technicians and administrators. (4) ESL materials and research are urgently needed, especially textbooks for schools and universities and technical texts at reasonable cost. Research is needed on linguistic and area studies, instructional materials, methodology and the psychology of learning. (CHK)

ED 130 507 FL 007 942

Nguyen Hy Quang Duong Thanh Binh Supporting Papers for A Colloquium on the Vietnamese Language.

Center for Applied Linguistics, Arlington, Va.

Pub Date 15 Jul 75

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Consonants, *Descriptive Linguistics, Nominals, Phonological Units, *Phonology, Phrase Structure, Sentence Structure, Surface Structure, Synchronic Linguistics, *Syntax, Tone Languages, Verbs, *Vietnamese, Vowels

These papers were written as supporting documents for a colloquium on the Vietnamese language. The first catalogues and analyzes Vietnamese vowels, diphthongs, consonants and tones. The second analyzes some facets of Vietnamese syntax. (CHK)

ED 130 508 FL 007 944

Second Language Learning as a Factor in National Development in Asia, Africa and Latin America. Language Information Series, No. 1.

Center for Applied Linguistics, Arlington, Va.
Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 61

Note—25p.; For related document, see FL 007 941

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Developing Nations, Economic Development, *English (Second Language), French, International Programs, Language Instruction, Language of Instruction, Language Planning, *Language Role, Multilingualism, Official Languages, *Second Language Learning, *Second Languages, *Surveys

Identifiers—Africa, Asia, Latin America

The Survey of Second Language Teaching was conducted in 1959-1961 to investigate the nature and extent of the problem of second language learning in developing nations. This document summarizes the survey. It identifies the second language factor in national development, discusses the nature and extent of its problems and surveys the resources available to cope with the problem. English or French is often needed in developing countries for internal communication in multilingual areas, for transmission of science and technology and for international communication. The language situation in Asia includes: multilingualism, existence of one major national language, diglossia, low literacy, and the use of English and French as working languages and mediums of instruction. Africa is characterized by a multiplicity of languages and low literacy; English and French are often the languages of instruction and a means toward progress. In Latin America, a European language is the official language of each country, although Indian languages are widely spoken. The resources in second language education in major English- and French-speaking countries are also outlined. Recommendations are made concerning second language teachers, foreign students, linguistics training, educational coordination on domestic and international levels, individualizing country plans, regional centers, teaching methodology and linguistic research. (CHK)

ED 130 509 FL 007 945

Hammer, John H. Rice, Frank A.

A Bibliography of Contrastive Linguistics.

Center for Applied Linguistics, Arlington, Va.

Pub Date 65

Note—46p.

Available from—Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (\$3.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Applied Linguistics, *Bibliographies, *Contrastive Linguistics, Language Instruction, *Language Research, Languages, Reference Materials, Synchronic Linguistics

This 484-item bibliography is a revised and expanded version of William W. Gage's "Contrastive Studies in Linguistics: A Bibliographical Checklist" (CAL, 1961). Following a general section, the entries are arranged alphabetically by foreign language. The language headings are: Afrikaans, Arabic, Armenian, Azerbaijani, Bantu, Batak, Bengali, Bulgarian, Burmese, Catalan, Cebuano/Visayan, Chamorro, Chinese, Chuvash, Creole, Czech, Danish, Dutch, Ewe (Gaand), Fante, Finnish, French, Frisian, Garo, German, Greek, Gujarati, Hawaiian, Hebrew, Hiligaynon, Hindi, Hungarian, Icelandic, Ilocano, India (general), Indonesian (Bahasa), Irish, Italian, Japanese, Javanese, Kannada, Kazakh, Korean, Latin, Latvian, Lithuanian, Macedonian, Malay, Marathi, Norwegian, Oriya, Pampango, Pangasinan, Persian, Polish, Portuguese, Rumanian, Russian, Serbo-Croatian, Sinhalese, Slavic (general), Slovak, Slovene, Sotho, Spanish, Sugbuanon, Sundanese, Swahili, Swedish, Tagalog, Tamil, Telegu, Thai, Trukese, Turkish, Twi, Udmurt, Ukrainian, Urdu, Uzbek, Vietnamese, Yiddish, Yoruba, and Zulu. Each entry is given in full only once, under the foreign language that stands first in the title or is cited first in the text, with cross-reference to it under the other language or languages involved in the contrast. Eight titles that came to the attention of the editors while the book was in press appear as addenda. All Cyrillic entries are given in transliteration. An alphabetical author index concludes the bibliography. (Author/RM)

ED 130 510 FL 007 946

Ferguson, Charles A., Ed. Stewart, William A., Ed.

Linguistic Reading Lists for Teachers of Modern Languages: French, German, Italian, Russian, Spanish.

Center for Applied Linguistics, Arlington, Va.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 63

Note—120p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Annotated Bibliographies, Contrastive Linguistics, Diachronic Linguistics, French, German, Grammar, Instructional Materials, Italian, *Language Instruction, *Language Teachers, Linguistics, *Modern Languages, Phonology, *Reading Materials,

*Reference Books, Russian, Second Language Learning, Second Languages, Semantics, Spanish, Synchronic Linguistics, Syntax, Vocabulary, Writing

This volume is a collection of bibliographies designed as a basic professional reference library for teachers of the five modern foreign languages most commonly taught in the United States. After a general reading list, the bibliographies are divided according to the language they deal with: (1) French, by Andre Martinet and Stanley Lampach; (2) German, by Herbert L. Kufner and William G. Moulton; (3) Italian, by Frederick B. Agard and Robert J. Di Pietro; (4) Russian: Edward Stankiewicz and Dean S. Worth; and (5) Spanish, by William A. Stewart. Virtually all of the entries are annotated. A wide variety of topics are dealt with, including bibliographies, contrastive studies, dialectology, grammatical studies, historical treatments, lexical studies, orthography, pedagogical materials, phonetics, phonology, semantics, statistical works, stylistics and syntax. (Author/RM)

ED 130 511 FL 007 947

Wolfram, Walt Christian, Donna

Appalachian Speech.

Center for Applied Linguistics, Arlington, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Grant—NIE-G-74-0026

Note—195p.; For related document, see ED 112 687

Available from—Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 (\$8.00)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Adverbs, *American English, Consonants, Descriptive Linguistics, *Dialect Studies, Distinctive Features, Grammar, Language Attitudes, Language Patterns, *Language Variation, Morphology (Languages), Native Speakers, Negative Forms (Language), Nominals, *Nonstandard Dialects, Phonology, Reading, *Regional Dialects, *Social Dialects, Sociolinguistics, Syntax, Testing, Verbs, Vowels

Identifiers—*Appalachian Speech
This description of Appalachian speech, derived from one part of the final report of a research project on Appalachian Dialects, is intended as a reference work for educators, particularly reading specialists, English teachers, language arts specialists, and speech pathologists. Chapters deal with the following main topics: (1) a sociolinguistic framework for the study of Appalachian English; (2) phonological aspects of Appalachian speech; (3) grammatical features of Appalachian speech; and (4) educational implications of dialect diversity, with particular reference to language attitudes, testing, language arts, and reading. Appendices contain interview questionnaires, a sample informant interview, and a complete list of informants. (AM)

ED 130 512 FL 007 978

Gates, Stephen J.

Sentence-Combining: A Technique for Assessing Proficiency in a Second Language.

Pub Date 6 May 76

Note—12p.; Paper presented at the Conference on Perspectives on Language (University of Louisville, Louisville, Kentucky, May 6-8, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Connected Discourse, *English (Second Language), Language Instruction, Language Learning Levels, *Language Proficiency, Language Research, *Language Tests, Native Speakers, Paragraph Composition, Paragraphs, *Second Language Learning, *Sentence Structure, Syntax, Testing, Writing Skills, Written Language

Identifiers—Aluminum Paragraph, Test of English as a Foreign Language

The present study reports on exploratory research to determine whether the Aluminum Paragraph, a sentence-combining exercise developed by O'Donnell (Hunt, 1970) to measure the development of syntactic complexity in the writing of native speakers of English, can also serve as a measure of the active syntactic proficiency of learners of English as a second language. Performance by a group of learners of English as a second language is compared with available normative data for native speakers and with subscores made by the subjects on the Test

of English as a Foreign Language (TOEFL). The low correlation between performance on the English Structure section of TOEFL and on the exercise, seems to indicate that recognition of correct grammatical structure is not always accompanied by proficiency in writing. A definitive judgment about the effectiveness of the rewriting exercise cannot be made. Appendices contain: a) the Aluminum Paragraph; b) a synopsis of performance on the exercise; and c) Spearman rank correlation coefficients of performance. (Author/AM)

ED 130 513 FL 008 056
A Survey of A.I.D. Educational Cooperation with Developing Countries.

Agency for International Development (Dept. of State), Washington, D.C. Office of Education and Human Resources; Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date Jun 73

Note—124p.; For related document, see ED 074 799

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Developing Nations, *Educational Programs, *Federal Aid, *Federal Programs, Financial Support, *International Programs, Program Costs, *Program Descriptions, Surveys
Identifiers—Afghanistan, Africa, Agency for International Development, Asia, Bangladesh, Bolivia, Brazil, Central America, Chile, Colombia, Costa Rica, El Salvador, Ethiopia, Honduras, India, Indonesia, Korea, Laos, Latin America, Liberia, Nepal, Nicaragua, Nigeria, Pakistan, Panama, Paraguay, Peru, Tanzania, Thailand, Turkey, Uganda, Venezuela, Vietnam

A survey is presented of the scope of the program of the Agency for International Development in the field of educational assistance to certain developing countries. The survey revises and updates previous surveys completed annually since 1966. The regions of the world in which A.I.D. operates—Africa, the Near East and South Asia, Latin America, and East Asia—represent the major divisions of the survey. Information provided about each project include project objectives and description, expenditures, and progress to date. (Author/SW)

ED 130 514 FL 008 058
Cowan, William, Ed.

Papers of The Seventh Algonquian Conference, 1975.

Carleton Univ., Ottawa (Ontario).

Pub Date Jun 76

Note—522p.; Papers presented at The Algonquian Conference (7th, Niagara-on-the-Lake, Ontario, October 31-November 2, 1975)

Available from—Department of Linguistics, Carleton University, Ottawa, Ontario, Canada (\$5.00)

EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors—*American Indian Culture, *American Indian Languages, *American Indians, *Anthropology, *Archaeology, Cree, Ethnology, Grammar, History, Mythology, Ojibwa, Phonology, Semantics, *Sociocultural Patterns, Sociolinguistics

Identifiers—*Algonquian Languages

This volume contains twenty-five of the papers presented at the Seventh Algonquian conference. Topics covered in the papers include recently discovered linguistic fragments of Ojibwa, the Wittiko people, ethno-history and archaeology of the Mushuan, color terms in Narragansett, the Christian holidays of the Wabanaki, dialects of the Eastern Ojibwa-Ojibwa, historic populations of northwestern Ontario, Cree myths, unspecified-subject phenomena in Algonquian, southern New England shamanism, the coding of role information in Ojibwa, physical anthropology in northwestern Ontario, Eastern Abnaki shamanism, the role of warfare among the Southern Algonquians, lexical symbolization and phonological processes in Delaware, a comparison of traditional Cree, acculturated Cree and Euro-Canadian values in children, Montagnais dialectology, the Proto-Algonquian Urheimat, developing an orthography for Micmac, territorial distribution of the Western Woods Cree, Algonquian languages in Indian education, style in social relationships, and the seventeenth-century Wabanaki Sagamores. (CLK)

ED 130 515 FL 008 059
McMillan, Nancy Madaras, Susan W.
Games for the Foreign Language Classroom.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date 74

Note—14p.; For related document, see ED 125 243

Available from—American Council on the Teaching of Foreign Languages, Materials Center, 62 Fifth Avenue, New York, New York 10011 (\$1.00 for all three titles)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Classroom Games, *Cultural Awareness, *Educational Games, *Language Instruction, Language Skills, Secondary Education, *Second Language Learning, Spanish

Two marketing games are described, "Le Marche Francais" and "El Mercado: The Mexican Market Comes to Life in the Spanish Classroom." Both are patterned after a published game entitled "Market: A Simulation Game." The adaptation in each instance relied on simplifying the original game and presenting it in a form understandable to middle school students and employing the target languages and bargaining customs as much as possible. Rationale, goals, materials, money, food cards, procedure, variation, vocabulary and cultural topics, and price lists are given. "Foreign Language Games," by Suzanne Bradford and others, a brief description of 29 games which follows the marketing games in this ACTFL collection, is not included here because it is already in the ERIC system as ED 125 243. (Author/RM)

ED 130 516 FL 008 061

Fisiak, Jacek, Ed.

Papers and Studies in Contrastive Linguistics, Volume 4. The Polish-English Contrastive Project.

Adam Mickiewicz Univ. in Poznan (Poland); Center for Applied Linguistics, Arlington, Va.

Pub Date 76

Note—360p.; For related documents, see ED 115 079-080 and ED 119 469

Available from—Dorothy Rapp, East European Projects, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (\$6.00)

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—Bibliographies, Consonants, *Contrastive Linguistics, Distinctive Features, *English, Instructional Materials, Intonation, Language Instruction, Language Patterns, *Morphology (Languages), Phonetics, *Phonology, *Polish, Second Language Learning, Slavic Languages, Stress (Phonology), Suprasegmentals, *Syntax, Transformational Generative Grammar, Verbs

This collection of twenty-six papers is the fourth resulting from the Polish-English Contrastive Project. The overall purpose of the project is to prepare a Polish-English contrastive grammar and to develop pedagogical materials. The basic model used for research is the transformational generative one. Among the papers on phonology, topics such as stress, intonation, distinctive features, and consonant clusters are discussed, as well as issues in contrastive phonology and phonetics. Clitics, nominals, ellipsis, and comparative constructions are among the topics discussed in the papers on morphology and syntax, while modal auxiliaries, verb complementation, transitive verbs, and the derivation of infinitives are the focus of papers concerned directly with verb syntax and morphology. Syntactic ambiguity is discussed as it relates to teaching written English to Polish students, and exercises for intermediate and advanced Polish learners of English are provided. A bibliography of English-Polish contrastive studies in Poland follows the papers. (CLK)

ED 130 517 FL 008 083

Trueba, Henry T. And Others

Instructional Design for Teacher Training in Bilingual Education.

Pub Date [76]

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Biculturalism, *Bilingual Education, *Bilingual Teachers, *Course Descriptions, Cultural Background, Cultural Traits, *Curriculum Design, Elementary Education, Higher Education, Instructional Design, *Program Design, School Community Relationship, Spanish Americans, Teacher Certification, Teacher Education, *Teacher Education Curriculum, Teaching Methods

This paper constitutes an effort to design an undergraduate certification program in bilingual

education. The content and orientation of eight courses forming the instructional core of a teacher training program in bilingual education are discussed. The courses are divided into three groups, the first one concerning the foundations of bilingual/bicultural education. The second group addresses the cultural, historical and socioeconomic aspects of bilingual education. Teaching methodology is focused on in the third group. The prerequisites, objectives, content, format, and requirements of each course are outlined. The interdisciplinary courses that would be required for certification are also discussed. They range from linguistic courses (including psycholinguistics, sociolinguistics, and language acquisition) to courses in sociology, anthropology, educational psychology, and foreign languages. The objectives and organizational design of the required field-based experience are described, as well as the evaluation of the training program by the students. Sample program evaluation questionnaires and forms for performance appraisal of instructional assistants are included. (CLK)

ED 130 518 FL 008 085

The Classical Heritage in America: A Curriculum Resource. Tentative Edition.

Philadelphia School District, Pa. Office of Curriculum and Instruction.

Pub Date 76

Note—135p.; Comic Book Section may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Architecture, Art, *Classical Languages, *Classical Literature, *Cultural Background, Cultural Factors, *Curriculum Guides, Elementary Secondary Education, Government (Administrative Body), Interdisciplinary Approach, *Resource Materials, Twentieth Century Literature, *United States History

Identifiers—Bicentennial, Greece (Ancient), Rome (Ancient)

This curriculum resource is intended to help make students of Latin, Greek and other subjects more aware of America's classical heritage. It is designed to be used selectively by teachers to enrich the regular curriculum in classical languages in elementary and secondary schools. In providing background information for the teacher and suggestions for instructional activities, it interrelates Latin and Greek with history, law, literature, art, architecture and other disciplines. The 11 chapters deal with: (1) the classical heritage in the discovery of America, (2) classical influence in colonial education, (3) Benjamin Franklin and the classics, (4) James Logan and the classics, (5) Benjamin Rush and the classics, (6) Thomas Jefferson and the classics, (7) revolutionary patriots in the Roman and American republics, (8) classical influence on the American government, (9) our legal heritage from Greece and Rome, (10) a sampling of the classical influence in 20th century American literature, and (11) classical influence on American art and architecture. A five-item annotated bibliography and a form for evaluating this resource conclude the volume. (Author/RM)

ED 130 519 FL 008 090

Starr, S. Frederick Boisture, J. Bruce

Russian and Soviet Studies in the United States: A Review.

Pub Date 72

Note—70p.

Available from—American Association for the Advancement of Slavic Studies, Ohio State University, 190 W. 19th Avenue, Columbus, Ohio 43210 (\$3.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Area Studies, College Curriculum, Cultural Awareness, Cultural Education, Curriculum Planning, Ethnology, Higher Education, *History, Language Enrollment, Language Instruction, Language Programs, Language Research, Language Teachers, Modern Language Curriculum, Modern Languages, Politics, Professional Training, Research Needs, *Russian, *Russian Literature, Second Language Learning, Slavic Languages, *State of the Art Reviews, Teacher Education

Identifiers—*Soviet Studies

This study was prepared to provide a convenient compendium of data for those participating in a conference on "Russian and Soviet Studies in the United States" held at the Institute of

Advanced Studies in Princeton, New Jersey, in May, 1972. The purpose of the conference and of the study was to assess the state of teaching and research on the U.S.S.R. in the United States and to suggest means of improving them. The study is based on extensive interviews with leaders of the field of Soviet studies, on a review of the files of leading funding agencies, and on quantitative data on the field compiled by scholarly organizations in the field. Sharp declines in both Russian language and area studies have been registered during the last four years, and these declines are greater than the general decline in language enrollments. The broad picture revealed by the study includes two basic features: (1) the increasing concentration of major libraries and documentary resources in a few leading centers after a period of expansion at dozens of libraries and archival collections around the United States; and (2) the increasing decentralization of scholarly expertise on the U.S.S.R., to the extent that competent researchers are located at dozens of institutions in the United States. In addition to calling for a general renewal of support for training and research in the area, the study stressed the need for a greater degree of coordination of scholarly efforts. (Author/CFM)

ED 130 520 FL 008 093
Career Awareness and Foreign Languages: An Addition to the Junior High School Curriculum in French and Spanish.

American Council on the Teaching of Foreign Languages, New York, N.Y.; Uniondale Union Free School District 2, N.Y.

Pub Date 74

Note—91p.

Available from—The ACTFL Materials Center, 62 Fifth Avenue, New York, N.Y. 10011 (\$2.50)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Awareness, Career Education, Career Exploration, Career Opportunities, Communications, Course Descriptions, Curriculum Development, *Curriculum Guides, *French, Junior High Schools, *Language Instruction, Marketing, Modern Language Curriculum, Secondary Education, *Second Language Learning, Second Languages, Service Occupations, *Spanish, Teaching Guides

The general goal of this guide is to add a new dimension to the junior high school curriculum in French and Spanish. It is planned as a guide for the implementation of lessons to make students aware that knowledge of a foreign language plays an increasingly important role in many occupations. Three programs were developed around three clusters of careers - communications, services and marketing. The purpose of each program is to present the varying degrees of foreign language knowledge needed in each job, and to provide students with first-hand experience in observing people at work. Each objective is presented as follows: curriculum concept, objective, activities, evaluation and resources. A test on the exploration of career opportunities was devised to be administered before program one and after program three to evaluate the curriculum's effectiveness. Detailed program activities, presentation methods, materials and job opportunities lists are included. Suggestions for field trips, notes on a background information packet, and a bibliography are appended. (CHK)

ED 130 521 FL 008 094
Rocklyn, Eugene H. And Others
Development and Evaluation of Training Methods for the Rapid Acquisition of Language Skills.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Department of the Army, Washington, D.C.

Pub Date 62

Note—59p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Autoinstructional Aids, Educational Research, *Language Instruction, Language Skills, *Methods Research, Military Personnel, *Russian, *Second Language Learning, *Teaching Machines, Teaching Methods

This research explored the feasibility of machine-teaching limited foreign language skills to combat soldiers, specifically, enough of a language to enable them to obtain tactical information from newly captured prisoners of war. The course material used in the pilot study (Russian) was limited to tactical subject matter, presented

by means of dual-track tape recorders, and arranged to build and sustain motivation and maximize learning efficiency without use of human instructors. The results of this study, as measured by both academic and job-simulated tests, support the feasibility of machine-teaching limited foreign language skills. The methodology developed is considered to have further possible application in foreign language teaching. (Author/RM)

ED 130 522 FL 008 097

Time Frame, Vol. 5, No. 1.

Nassau County Board of Cooperative Educational Services, Jericho, N.Y.

Pub Date 76

Note—69p.

Available from—Board of Cooperative Educational Services of Nassau County, Salisbury Center, Valentines Road and The Plain Road, Westbury, N.Y. 11590

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Articulation (Program), *Bilingual Education, Bilingual Students, Board of Education Policy, Curriculum Design, *Curriculum Planning, Educational Legislation, *English (Second Language), Fles, Gifted, Language Handicaps, *Language Instruction, Language Programs, Language Teachers, Latin, Modern Language Curriculum, *Second Language Learning, Student Exchange Programs, Teacher Education, Teaching Skills

Identifiers—*New York (Nassau County)

Bilingual education and the teaching of foreign languages are the topics of this issue. Several columns discuss programs and services of the Board of Cooperative Educational Services of Nassau County. In bilingual education, the following articles are included: (1) "Regents Position Paper: Title VII Guidelines"; (2) "From SED - A Firm New York State Priority"; (3) "The Future of Language Teaching and Language Learning"; (4) "Bilingual/Bicultural Project at Nassau BOCES"; (5) "Local Ethnic and Language Radio Programming"; (6) "BOCES Occupational Education and Special Education"; (7) "An Inventory for Student Assessment"; (8) "Bilingual Education - Here to Stay?" In foreign language teaching the following articles are presented: (1) "From SED - A Student-Centered Modern Foreign Language Curriculum"; (2) "Second-Language Goals Must Be Broadened"; (3) "Languages and Administrators"; (4) "Advanced Placement a la Massapequa"; (5) "FLES in Hicksville"; (6) "A Look at Latin"; (7) "Gifted Students, Many Languages, One Coordinator"; (8) "Student Exchange Programs: A Positive Evaluation"; (9) "Articulation: Adelphi U and Malverne HS"; (10) "Dual Preparation for Foreign Language Teachers"; (11) "Reading Specialist Looks at Teaching Languages"; (12) "ESL Program in Lynbrook"; (13) "Screening Process for Foreign Language Students in Nassau"; (14) "Career Education in Foreign Languages." (CHK)

ED 130 523 FL 008 100

Leino, Anna-Liisa

The Need Felt for In-Service Education by Foreign Language Teachers. Research Bulletin, No. 46.

Helsinki Univ. (Finland). Inst. of Education.

Pub Date Mar 76

Note—61p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Educational Improvement, *Educational Needs, *Educational Objectives, *Inservice Teacher Education, *Language Instruction, *Language Teachers, Questionnaires, Second Language Learning, Second Languages, Surveys, *Teacher Attitudes, Teacher Education, Teaching Methods

Identifiers—*Finland

The educational system of Finland is undergoing great reform, and one change is for compulsory inservice teacher education. This study is concerned with inservice education of foreign language teachers. Dimensions of rote-meaningful learning and reception-discovery learning are discussed; teachers preferred the meaningful-discovery type. It seems proper to consider this type of learning a major overall objective of inservice education. Some objectives of inservice education are discussed: subject-matter competence, professional competence and personal attitudes. Professional competence includes mechanical skills, knowledge, transfer, communication and criticism. Personal attitudes include

receptivity, responsiveness, appreciation, internalization and characterization. This study aims to assist in organizing inservice education by determining what type of education teachers feel they need. The questionnaire given to teachers asked for their rating of the importance of different content areas of inservice education; it examined their agreement on these points, noted background variables and questioned the responsibility for arranging inservice education. Teachers felt the two most important educational needs were study in a country where the language is spoken and developing the teacher's oral ability. Appendices furnish categories of teacher evaluation, the questionnaire and statistical analysis of the responses. (CHK)

ED 130 524 FL 008 101

Leino, Anna-Liisa

Implementation of Some Affective Objectives in Different Foreign Language Teaching Situations as Rated by Student Teachers. Research Bulletin, No. 45.

Helsinki Univ. (Finland). Inst. of Education.

Pub Date Nov 75

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Affective Objectives, *Cognitive Objectives, Educational Objectives, *Language Instruction, Language Teachers, Learning Activities, *Psychomotor Objectives, Questionnaires, *Second Language Learning, *Student Teachers, Surveys, Teacher Attitudes, Teaching Methods

Affective learning, psychomotor learning and cognitive learning are three objectives of education; they cannot be completely separated and often one type of objective may be a means of achieving another. This study attempted to begin bridging the gap between the affective objectives and the cognitive-psychomotor objectives in foreign language instruction. It examined the extent to which it is possible to implement certain general and specific affective objectives in various foreign language teaching situations based on cognitive-psychomotor objectives. The questionnaire used for this study asked student teachers to rate the ease of implementation of affective objectives presented in the form of activities occurring in a foreign language class. The following activities and objectives were included: (1) pronunciation; (2) composition writing; (3) practicing structures in writing; (4) writing from dictation; (5) extensive reading; (6) oral practice in structures; (7) intensive reading; (8) listening comprehension; (9) translation; (10) conversation; (11) reading aloud. Subjects were 69 student teachers of foreign languages at the University of Helsinki. The results show what the teachers felt to be the best activities for accomplishing certain goals. Appendices furnish the questionnaire used, explanations of objectives and statistical analyses of the responses. (CHK)

ED 130 525 FL 008 108

Adult English for National Development.

American Univ., Beirut (Lebanon).

Spons Agency—Ford Foundation, Beirut (Lebanon). Middle East Office.

Pub Date 71

Note—170p.; Papers presented at the Conference on Adult English for National Development (Beirut, Lebanon, May 3-6, 1971)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Adult Education, *Adult Education Programs, Adult Students, *Arabs, Developing Nations, Educational Needs, Educational Opportunities, *English (Second Language), *English for Special Purposes, Language Instruction, *Language Programs, Program Development, *Program Planning, Second Language Learning, Teacher Education, Teaching Methods

Identifiers—*Arab Countries, Middle East

The Center for English Language Research and Teaching (CELRT) at the American University of Beirut, with the cooperation of the Ford Foundation, held a conference with the purpose of attracting attention to the various English language training needs and opportunities outside of the normal system of school instruction. David Nize argues in his paper, "The Economics of English," that if the resources for teaching English in the Arab world were properly utilized, there would be an enormous saving in costs to private companies and governments. Peter Stevens and Matthew Macmillan show in their papers what

has been achieved so far in the teaching of English for special purposes. The papers by Charles Johnson, Faze Larudee, Robert Sullivan and Michael Dobbey present some case studies of actual programs which have provided instruction in English for special purposes. The concluding papers by Richard Yorkey and Neil Bratton survey the progress of English language teaching in the Arab world and the prospects for change; they also make concrete suggestions about how the specialists and the consumers can cooperate to their mutual benefit. Appendix I outlines the conference program and Appendix II gives a list of the participants and observers. (CFM)

ED 130 526 FL 008 115
Oskarsson, Mats

On the Role of the Mother Tongue in Learning Foreign Language Vocabulary: An Empirical Investigation.

Gothenburg Univ. (Sweden). Language Teaching Research Center.

Pub Date 74

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cloze Procedure, *Language Instruction, Language Learning Levels, Language Research, Language Tests, Learning Processes, *Second Language Learning, *Teaching Methods, *Vocabulary Development, *Vocabulary Skills, Word Lists

Identifiers—*Native Language

Students learning foreign languages often experience difficulty in mastering new vocabulary and expanding their lexicon. This paper attempts to clarify the role of the native language in the acquisition of new words. Does an adult learn foreign words quicker if the native language is employed (bilingual method) or if words are explained in the foreign language (monolingual method)? Some previous research indicates that use of bilingual wordlists yields better results than learning vocabulary in context or by a mixed method. For this experiment, groups of adult students in Sweden were taught new English words by monolingual and bilingual methods. Similar language lessons were taught each group, with the glossaries the only variables. Learning was tested with Test A, a variant of the cloze procedure. For Test B target-language questions based on texts read were asked, and questions were linked to definitions in monolingual glossaries. Results were consistently in favor of the bilingual treatment. (CHK)

ED 130 527 FL 008 116

Bielawski, Joseph G. Pickens, Marjorie

I Didn't Say a Word/No Dije una Palabra.

Pub Date 76

Note—161p.

Available from—RD Communications, P.O. Box 683, Ridgefield, Connecticut 06877 (Student edition: \$2.90 2-9 copies, 10 or more \$2.50 ea., 50 or more \$2.20 ea., Teaching manual: \$1.50 w/ 1-9 student eds., \$1.25 w/ 10 or more, free w/ 50)

Document Not Available from EDRS.

Descriptors—*Bilingual Education, English, English (Second Language), Family School Relationship, *Instructional Materials, Manuals, *Nonverbal Communication, Oral Expression, Photographs, *Self Concept, *Spanish, Spanish Americans, Speech Skills, *Teaching Guides, Vocabulary

This bilingual English/Spanish book of captioned photographs and its related teaching manual were created as a joyful experience in nonverbal communication for children and adults. It is intended to sharpen awareness of nonverbal messages expressed by children in their everyday environment. To help develop self-understanding and to encourage oral communication, each of 40 photos of children in various activities and situations and the accompanying four-line "stories" or captions present certain elements: (1) a common problem or situation; (2) how a child feels about it; (3) what a child might do about it; (4) what you would do about it. The photographs and text are designed to illustrate specific senses and emotions - taste, smell, touch, happiness, tiredness, fear, etc. English and Spanish vocabulary lists follow. The teacher's manual suggests best use of the book and recommends teaching procedures to develop various skills. These include discussion of background information, reading readiness, vocabulary enrichment, picture reading, discussion and independent thinking, and related activities. (CHK)

ED 130 528 FL 008 117

JURIVOC: Canadian Bilingual Legal Vocabulary.

Presentation and Demonstration, COLING 76, June 28-July 2, Ottawa, Canada.

Pub Date Jul 76

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bilingualism, *Computational Linguistics, *Computer Oriented Programs, *Computer Science, Dictionaries, Information Processing, *Laws, *Lexicography, Programming, Vocabulary, Word Lists

Identifiers—Canada, Canadian Bilingual Legal Vocabulary, JURIVOC, *Legal Vocabulary

The use of computers in bilingual vocabulary processing and the task of compiling a Canadian bilingual legal dictionary are discussed. A model for automating lexicography and an analysis of the variables of bilingual communication are presented. It is emphasized that both human decision-making and computer manipulation are involved in this type of activity. The focus of this work is legal vocabulary which is written, formal, and of standard use in Canada since 1867. (SW)

ED 130 529 FL 008 123

Spanish Test of Oral Proficiency.

Bay Area Bilingual Education League, Berkeley, Calif.

Pub Date [76]

Note—13p.

Available from—Bay Area Bilingual Education League, 1414 Walnut Street, Berkeley, California 94709

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bilingual Education, *Language Proficiency, *Language Tests, Oral Communication, *Oral Expression, *Second Language Learning, *Spanish, Speech Skills, *Verbal Tests

This test booklet is divided into four parts: (1) Oral Comprehension of Commands; (2) Visual Oral Comprehension; (3) Oral Comprehension of Common Verbs; and (4) Oral Questions. General instructions and teachers' instructions for grading are given in English and instructions for the student in Spanish. There are eight double pictures which are to be used in connection with Part II and ten pictures to be used with Part III. (CFM)

ED 130 530 FL 008 124

Lennon, Pat

English as a Second Language, Level I.

Bilingual Alternatives for Secondary Teachers and Aides, Berkeley, Calif.

Pub Date [76]

Note—20p.; For related documents, see FL 008 125

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bilingual Education, Bilingual Students, *Curriculum Guides, *Drama, Dramatic Play, *Educational Objectives, *English (Second Language), *Instructional Materials, Language Instruction, Language Skills, *Second Language Learning, Teaching Methods

This booklet contains instructional materials and suggestions for ESL teachers. Fourteen objectives in speaking, reading and writing are described; suggested materials are briefly noted for some of these. A brief play with eight characters entitled "Charlie Brown" and scenes in dialogue form from two works, "Go Tell It on the Mountain" and "Mice and Men," are provided. (CFM)

ED 130 531 FL 008 125

Lennon, Pat

English as a Second Language, Level II.

Bilingual Alternatives for Secondary Teachers and Aides, Berkeley, Calif.

Pub Date [76]

Note—47p.; For related document, see FL 008 124

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bilingual Education, *English (Second Language), *Instructional Materials, Language Instruction, *Language Tests, *Second Language Learning, Spanish Speaking, *Teaching Guides

This book contains lesson plans and language exercises for ESL teachers. The first part gives suggestions for testing in four areas: listening comprehension, oral production, reading comprehension, and writing ability. Thirteen sample tests are given in which the student must fill in each blank with the correct word. The section on content area gives exercises based on introduc-

tions and identification, the classroom, the family, the surrounding community, and the wider community. The last section, which is based on the text "English Step by Step," includes twenty-seven grammar exercises, such as changing singular forms to plural, forming interrogative sentences, and choosing the correct indefinite article. (CFM)

ED 130 532 FL 008 140

Anderson, Mary Lynn Wrase, Judith

What's REALLY Basic about Teaching Composition to Foreign Students?

Pub Date Mar 76

Note—12p.; Paper presented at the Conference on College Composition and Communication (Philadelphia, Pennsylvania, March 26, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Students, *Composition (Literary), Composition Skills (Literary), *English (Second Language), *Foreign Students, Higher Education, Language Instruction, *Paragraph Composition, Paragraphs, *Second Language Learning, Sentences, Sentence Structure, Teaching Methods, Writing Skills

The foreign student in an American university must be able to communicate in English, orally and in writing, well enough to do college-level academic work. The college or university which admits foreign students has the responsibility either to require a certain level of English proficiency or to provide the means for the student to get the special training in English which he needs to survive and succeed in school. The sentence and the paragraph are basic to teaching composition, to both foreign students and native speakers. Two sample compositions from international students enrolled in a freshman composition course reveal similarities and differences between the two groups and show some of the special needs of international students in these two basic areas. Grammatical and stylistic problems revealed in the two compositions are discussed in detail. (Author/CFM)

ED 130 533 FL 008 142

Rodriguez, Hugo

Resolving Human Relations Problems.

Intercultural Development Research Association, San Antonio, Tex.

Pub Date Jun 76

Note—5p.

Journal Cit—Intercultural Development Research Association Newsletter; Jun 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Problems, Biculturalism, *Bilingual Education, Bilingual Schools, Bilingual Students, Bilingual Teachers, Community Relations, *Educational Administration, *Human Relations, Language Programs, Program Evaluation, *School Personnel Relationship problems can destroy an otherwise successful bilingual education program. Administrative problems of this type are difficult to identify and to work with. If the source is identified, the problem may be effectively dealt with. This paper presents a list of administrative problem sources that may cause human relation difficulties in bilingual education programs. The list may be used by administrators as an inventory in their program's process evaluation, or as a checklist to identify possible problem areas for further attention. (Author/CFM)

ED 130 534 FL 008 143

Coltharp, Lurline H.

Training Tomorrow's Phoneticians.

Pub Date Aug 76

Note—5p.; Paper presented at the International Congress of Phonetic Sciences (8th, Leeds, England, August 17-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Students, Curriculum Planning, Higher Education, Phonetic Analysis, *Phonetics, *Phonetic Transcription, Phonological Units, *Professional Training, Teaching Guides, *Teaching Methods

Identifiers—*Phoneticians

An effort must be made in the field of phonetics to attract and retain the best students. With this goal in mind, teachers of phonetics must plan their programs with great care. Proper sequencing of the initial presentation in the teaching of transcription is essential. The most important consideration is that the student should be able to grasp the material with ease. It is wise to begin with sounds for which there are spelling

clues and to limit the number of vowels introduced initially. The use of monosyllables in citation form under primary stress simplifies the introduction. Furthermore, teachers should give students sufficient practice to assure mastery of each step. Another important consideration is to try to foresee and guard against possible errors. Extreme care should be taken to expand only one step at a time and to give adequate practice. (Author/CFM)

ED 130 535

FL 008 151

Bailey, Beryl Loftman

Jamaican Creole Language Course (For English Speaking Students).
Peace Corps, Washington, D.C.

Pub Date 68

Contract—PC-25-1501

Note—319p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Contrastive Linguistics, *Creoles, English, *Grammar, Instructional Materials, Intonation, Language Attitudes, *Language Instruction, Language Usage, Language Variation, *Phonology, Reading Materials, *Second Language Learning, *Textbooks, Vocabulary Identifiers—*Jamaican Creole

Because of the high incidence of structural similarity between Jamaican Creole and Standard English, many of the important differences between the two languages can be obscured. This fact and that of negative attitudes towards Creole are the principal problems encountered in teaching Creole. The lessons in this course on Jamaican Creole are based on the variety spoken by rural or working-class people. The basic component of the course is the cycle, which consists of two phases. In the "M" phase of each cycle, students mimic the teacher's pronunciation, manipulate grammatical elements, and learn the meanings of words and sentences and memorize them. The "C" phase concentrates on connected discourse and communication. Cycles 1-20 deal with significant phonological correspondences between Jamaican Creole and English, while cycles 21-29 concentrate on the meaning and use of particular lexical items. Intonation is handled in cycles 29-40, and grammar in cycles 41-70. Cycles 71-126 include the expansion of vocabulary, story telling and story reading, and the singing of Jamaican folk songs. (CLK)

ED 130 536

FL 008 155

ACTFL's Accent! on Promoting FL's

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date Feb 75

Note—13p.

Available from—The ACTFL Materials Center, 62 Fifth Avenue, New York, N.Y. 10011 (\$1.00 each, 10 copies or more, \$0.75 each).

Journal Cit—Accent on ACTFL; v5 n1 p7-18 Feb 75

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Comics (Publications), *Educational Benefits, *Language Instruction, Language Role, Language Skills, Latin, *Publicize, *Second Language Learning, *Second Languages, *Student Motivation

This insert in "Accent on ACTFL" is devoted to ways of promoting the study of foreign languages. The first section is a comic book, "The Continuing Story of Captain Fore Lang," created as an assignment by education students. The comic points out several benefits of language study. The second section is a language-specific promotion focusing on Latin. Section III is a short bibliography of books, articles and tapes concerned with the promotion of foreign language learning. (CHK)

ED 130 537

FL 008 156

Johnson, Dora E. And Others

Languages of Eastern Europe and the Soviet Union. A Survey of Materials for the Study of the Uncommonly Taught Languages.

Center for Applied Linguistics, Arlington, Va.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-300-75-0201

Note—54p.

Available from—Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 (\$3.95 each fascicle, complete set of 8, \$26.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adult Education, Albanian, *Annotated Bibliographies, Armenian, Azerbaijani, *Baltic Languages, Bashkir, Belorussian, Bulgarian, Caucasian Languages, Cherekes, Chuvash, Czech, Dictionaries, Estonian, Finnish, *Finno Ugric Languages, Greek, Hungarian, Indo European Languages, Instructional Materials, Kirghiz, Language Classification, Language Instruction, Latvian, Lithuanian, Ossetic, Otyak, Polish, Reading Materials, Romanian, Serbo-Croatian, *Slavic Languages, Slovenian, Tatar, Turkic Languages, Ukrainian, *Uncommonly Taught Languages, *Uralic Altaic Languages, Uzbek, Vogul, Yakut, Yurak Identifiers—Gagauz, Kamchadal, Karachai, Karaim, Karakalpak, Karelian, Kazakh, Khakas, Kumyk, Macedonian, Slovak, Turkmen, Tuvian, Uigur, Zyrian

This is an annotated bibliography of basic tools of access for the study of the uncommonly taught languages of Eastern Europe and the Soviet Union. It is one of eight fascicles which constitute a revision of "A Provisional Survey of Materials for the Study of the Neglected Languages" (CAL 1969). Although the focus is on materials for the English-speaking adult learner, exceptions have been made in this volume due to lack of availability or due to the fact that much of the work on these languages is in Russian. Languages are grouped according to the following classifications: Eastern Romance; Albanian; Hellenic; West Slavic; South Slavic; East Slavic; Baltic; Armenian; Iranian; Ugric; Balto-Finnic; Eastern Uralic; Central Asian Turkic; Caucasian; and Paleo-Siberian. Under each language heading, the items are arranged as follows: (1) teaching materials; (2) readers; (3) grammars; and (4) dictionaries. Annotations are descriptive rather than critical. Wherever possible each entry contains the following bibliographical information: author, title, place of publication, date and pagination. Reprints have been noted, and accompanying tapes and records listed where known. (CAL/AM)

ED 130 538

FL 008 161

Languages of Western Europe. Pidgins and Creoles (European Based). A Survey of Materials for the Study of the Uncommonly Taught Languages.

Center for Applied Linguistics, Arlington, Va.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-300-75-0201

Note—44p.

Available from—Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 (\$3.95 each fascicle; complete set of 8, \$26.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Education, *Annotated Bibliographies, Basque, *Creoles, Dialect Studies, Dictionaries, Dutch, Haitian Creole, *Indo European Languages, Instructional Materials, Italian, Language Instruction, Language Variation, Mauritian Creole, Norwegian, *Pidgins, Portuguese, Reading Materials, *Romance Languages, Sierra Leone Creole, *Uncommonly Taught Languages, Uralic Altaic Languages, Welsh, Yiddish

Identifiers—Bichelamar, Breton, Catalan, Crioulo, Danish, Faroese, French Guiana, Frisian, Gaelic, Galician Dialect, Icelandic, Irish, Jamaican, Lappish, Lesser Antilles, New Guinea Pidgin, Papiamentu, Piedmontese Dialect, Provencal, Reunion, Saramakkan, Sardinian, Seychelles, Sicilian Dialect, Solomon Islands, Sranan, Swedish, West African Pidgin

This is an annotated bibliography of basic tools of access for the study of the uncommonly taught European languages which are not national languages. It is one of eight fascicles which constitute a revision of "A Provisional Survey of Materials for the Study of the Neglected Languages" (CAL 1969). The focus is on materials for the English-speaking adult learner. Languages are grouped according to the following classifications: Scandinavian; West Germanic; Celtic; Basque; Western Europe; Uralic; European-based creoles and pidgins are grouped under: English; French; Portuguese; and Spanish. Under each language heading, the items are arranged as follows: (1) teaching materials; (2) readers; (3) grammars; and (4) dictionaries. Annotations are descriptive rather than critical. Wherever possible

each entry contains the following bibliographical information: author, title, place of publication, date, and pagination. Reprints have been noted, and accompanying tapes and records listed where known. (CAL/AM)

ED 130 539

FL 008 175

Viera, Silvia M. And Others

A Framework for the Training of Bilingual/ESL Teachers in the Schools of Holyoke, Massachusetts.

Massachusetts Univ., Amherst. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 75

Note—253p.; Not available in hard copy due to marginal legibility of original document; Tabulated data may be difficult to read

Available from—Silvia M. Viera, Director of Bilingual Education, School of Education, University of Massachusetts, Amherst, Massachusetts 01002

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bilingual Education, Bilingual Students, *Bilingual Teachers, Cultural Differences, Educational Needs, Educational Planning, Effective Teaching, *English (Second Language), Language Instruction, *Needs Assessment, Program Improvement, Second Language Learning, Spanish Speaking, *Teacher Attitudes, Teacher Background, Teacher Characteristics, *Teacher Education, Teacher Improvement, Teacher Qualifications Identifiers—Massachusetts (Holyoke)

The Bilingual/Bicultural Education Professions Program conducted a needs assessment designed to find out the situation teachers in the Holyoke Public Schools face in their classrooms and what needs they have, in order to improve preservice teacher education. The tools used to determine teacher needs were a demographic questionnaire, an explicit statement of need, a teacher descriptive statement, and an interview. The report delineates the general characteristics of the Holyoke teacher population and elaborates upon the teachers' attitudes and interests by drawing out three major profiles in order that individual differences among teachers might be taken into account for training purposes. Attention is called to the discrepancy between what teachers have come to expect in their classrooms and what they find when they actually begin teaching in classrooms where there are differing languages and cultures. The Project points out five major clusters where teachers note their greatest frustration and elaborates upon each in order to direct training programs to the places where teachers' preparation is most noticeably lacking. The five clusters are: (1) school and classroom, not related to cultural background; (2) school and classroom, interference from cultural background; (3) class attitudes and differences; (4) cultural values, including language; and (5) no differentiation between class and culture. In addition, the Report includes numerous statistical tables which indicate the priorities teachers assign to their needs, thereby pointing out feasible priorities for teacher education programs. (Author/CFM)

ED 130 540

FL 008 176

Waters, Betty-Lou

Subject Matter Clues to the Sex of the Writers of Descriptive Themes.

Pub Date 12 Mar 76

Note—9p.; For related document see ED 115 113; Paper presented at the Tennessee Conference on Linguistics (Murfreesboro, Tennessee, March 12, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Students, *Composition (Literary), Descriptive Writing, *Language Research, *Language Styles, Sex (Characteristics), *Sex Differences, *Sex Stereotypes, *Sociolinguistics, Student Interests, Written Language

The sex of college freshmen theme writers was identified by analyzing subject matter clues. A sample of 60 descriptive themes was selected for study; half were written by females and half by males. A panel of five female and five male English teachers read the themes and indicated the sex they thought the writers to be as well as the reasons for their decisions. The panel was able to make correct decisions in a significant number of

cases. The reasons the panel made their decisions were evaluated as possible criteria for the identification of the sex of the writers. A detailed examination is made of one criteria: sex-based interests, which is divided into the categories of "occupations," "activities," and "environment." (SW)

ED 130 541

FL 008 177

Sousa, Ronald L.

Designing and Implementing a Bilingual Multicultural Education Program for Winton Junior High School.

Spons Agency—Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date 25 Feb 76

Grant—OEG-007-507-064

Note—213p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Biculturalism, *Bilingual Education, Bilingual Teacher Aides, Bilingual Teachers, *Criterion Referenced Tests, *Educational Objectives, *English (Second Language), Evaluation Methods, Formative Evaluation, Junior High Schools, Language Programs, Language Tests, Non English Speaking, *Program Descriptions, Program Design, Program Evaluation, Secondary Education, *Social Studies, *Spanish, Spanish Speaking

Identifiers—California (Hayward), Hayward California Unified School District

A bilingual multicultural education program was implemented to solve the language and communication problems of the non-English and limited-English speaking students at Winton Junior High School. A needs assessment identified broad program goals as well as individual student performance objectives. The program evaluation and follow-up functions are discussed; results to date, because on norm- and criterion-referenced tests and on teacher, parent and student attitudes, are positive but not definitive. The criterion referenced tests that measured student performance objectives are included in this practicum report. (SW)

ED 130 542

FL 008 178

Neustupny, J.V.

Language Correction in Contemporary Japan.

Language Planning Newsletter, Vol. 2, No. 3.

Hawaii Univ., Honolulu. East-West Center.

Pub Date Aug 76

Note—5p.

Available from—Language Planning Newsletter, Culture Learning Institute, East-West Center, Honolulu, Hawaii 96822 (free)

EDRS Price MF-\$0.83 HC-\$11.67 Plus Postage.

Descriptors—English (Second Language), *Japanese, Language Instruction, *Language Planning, *Language Standardization, *Language Usage, Language Variation, National Programs, Phoneme Grapheme Correspondence, *Sociolinguistics, Standard Spoken Usage

Identifiers—*Japan, *Language Correction

Japan is taking her place as a bastion of apparent linguistic stability. The basic concept used in this paper is "language correction." The assumption is that generative rules of language produce inadequate communicative acts that may be corrected through corrective rules. Japan in the last century has passed through a number of policy-type language correction processes contributing to the creation of present-day Japanese. Following World War II great reforms of the Japanese writing system were effected through the National Language Council. The number of characters in public use was limited to 1850, character shapes were simplified and readings defined, and "kana" spelling was made almost entirely phonetic. These reforms pushed the language of the public domain and the school closer to the spoken language. However, no reforms have been implemented since then. Government corrections have frequently been made in place names and weights and measures systems. Schools place some emphasis on written language, but outside reading counterbalances this influence. Mass media also modify language. Public correction is highly developed, in lectures, publications and courses on language matters. Generally the trend is away from a "policy" approach and toward a "cultivation" approach. (CHK)

ED 130 543

FL 008 179

Tway, Patricia

Speech Differences of Factory Worker Age Groups.

Pub Date 75

Note—11p.

Journal Cit—Studies in Linguistics; v25 p63-72 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Age Differences, Age Groups, Community Characteristics, *Industrial Personnel, Job Satisfaction, Laborers, Language Patterns, *Language Research, Language Usage, Social Behavior, Social Characteristics, *Speech Evaluation, *Speech Habits, Standard Spoken Usage, *Work Attitudes

This article, which focuses on speech differences of age groups, is part of a larger study of occupational jargon, its characteristics and underlying features and the part it plays in reflecting the workers' knowledge of their jobs and their attitudes toward jobs in general. The project incorporated a case method of research in a china factory. The plant was examined as a speech community using personal and participant observations as well as interviews. Informants were selected by seniority category and departmental affiliation; then their social characteristics and the background of the factory and community were explored. A specially structured reading isolated the regional dialect of the informants and a questionnaire, presented in a conversational manner, probed the workers' environments and their definitions of them. Photographs were used to help the workers identify work-related material and to promote free narrative during the interview. The above techniques were used to observe the linguistic and social behavior of people at work and to help formulate operational procedures for future studies of this kind. (Author/CHK)

ED 130 544

FL 008 180

Mieszek, Aleksandra

Bibliography of English-Polish Contrastive Studies in Poland (as of August 1976).

Pub Date Aug 76

Note—42p.; Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Applied Linguistics, *Bibliographies, *Contrastive Linguistics, English, Generative Grammar, Grammar, Language Instruction, Linguistic Theory, *Polish, Second Language Learning, Synchronic Linguistics

Identifiers—*Poland

This bibliography lists books, articles, papers, theses and dissertations describing English-Polish contrastive studies conducted in Poland. There are 403 works listed in both languages, divided into two groups: General Works and English-Polish Contrastive Studies. (CHK)

ED 130 545

FL 008 181

Stansfield, Charles

Boulder Moves Ahead: An Evaluation of the English as a Second Language Tutorial Program of the Boulder Valley Public Schools, During Its First Year of Operation: 1975-76.

Boulder Valley School District RE-2, Boulder, Colo.

Spons Agency—Colorado State Dept. of Education, Denver.

Pub Date 15 Jun 76

Note—56p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Bilingual Education, Bilingual Students, Elementary Secondary Education, *English (Second Language), Inservice Teacher Education, Language Proficiency, *Language Programs, Parent Attitudes, *Program Evaluation, Questionnaires, Student Evaluation, Teacher Attitudes, *Tutorial Programs, Tutors

Identifiers—Boulder Valley Colorado Public Schools, Colorado (Boulder)

The evaluation of the first year of the English as a Second Language Tutorial Program of Boulder Valley Public Schools included on-site observations, interviews with coordinators and teachers, a linguistic evaluation of each student (elementary and secondary levels), a classroom teacher's questionnaire, a parents' questionnaire, and a tutor's reaction form. Detailed findings of the evaluation are presented. Some of the major conclusions are: (1) the program is of high quality;

(2) there is a critical shortage of materials; (3) more consideration should be shown in the individual tutor in designing the teaching schedule; and (4) more inservice training should be provided, particularly to overcome the negative attitudes of some classroom teachers toward non-English-speaking students. The following appendices are provided: (1) the classroom teacher's questionnaire, with a number of teacher comments; (2) the ESL tutor's reaction form; (3) the parents' questionnaire; (4) a description of the Peace Corps Oral Proficiency Interview, used to evaluate the students; and (5) a list of program personnel. (SW)

ED 130 546

FL 008 184

Bell, Paul And Others

Children's Attitudes Toward Speakers of Standard and Non-Standard English.

Pub Date [74]

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—American English, Attitude Tests, *Childhood Attitudes, Children, Concept Formation, *Language Attitudes, *Negro Dialects, Negroes, *Non Standard Dialects, Primary Education, Psycholinguistics, Racial Discrimination, Semantic Differential, *Social Attitudes, Social Factors, Social Values, Socioeconomic Background, *Sociolinguistics, Stereotypes, Student Attitudes

Identifiers—*Black English

There has been disagreement among linguists and psychologists concerning the age at which children develop social perceptions of others on the basis of difference in speech. The purpose of the present study was to determine in what ways eight- and nine-year-old children from different socioeconomic backgrounds might react to dialect differences. The ninety-two subjects came from three schools: thirty-two from a school in a lower- and working-class neighborhood in New York City; thirty from a public school in a middle class suburban area near Albany, New York; and thirty from a high-tuition suburban private school for upper middle class children, also near Albany. The children were randomly chosen eight- and nine-year-olds of both sexes. The study was designed to explore their reactions to "standard" and "non standard" Black American English and to determine the extent to which such children could verbally conceptualize their attitudes using a simplified version of the Osgood semantic differential scale. The scale included the five categories of intelligence (smart-dumb), appearance (pretty-ugly), personality (nice-mean), economic background (rich-poor), and race (black-white). The results show that eight- and nine-year-olds are sensitive to speech differences and, moreover, have absorbed many of the attitudes of society toward standard and non-standard speech. They are also able to conceptualize verbally their attitudes toward speech differences. They have not yet, however, formulated a complete racial stereotype matching the adult model. (Author/CFM)

ED 130 547

FL 008 187

Cross Cultural Communication: Implications for Language and Ethnic Studies.

Massachusetts Univ., Amherst.

Spons Agency—Society for Intercultural Education, Training, and Research.

Pub Date 9 Jan 75

Note—89p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Asian Americans, Bilingual Education, Bilingualism, College Language Programs, *Communication (Thought Transfer), Conference Reports, *Cross Cultural Studies, Cultural Differences, Cultural Education, Cultural Factors, *Cultural Pluralism, Culture Contact, English (Second Language), *Ethnic Studies, Foreign Culture, Higher Education, Instructional Media, International Programs, *Language Instruction

The theme of this conference was the reality of the multicultural society and the role of educational institutions in utilizing its resources. The conference brought together people engaged in developing the field of cross-cultural communication. These people included panelists from different disciplines and different cultures and specialists in inter-cultural communication; bilingual education, media, community programs involving ethnic groups, and related interests. Speakers included the following: W.E. Lambert on "The

Changing Role of Language Programs and Teachers"; S. Tjendendero on "The Intercultural Communication Workshop as a Vehicle for Culture Learning and Communication Skills Training"; C. Clason on "What is Bilingualism?"; C. Stetler and A. Gillespie on "The Utilization of Cross-Cultural Experiences for Learning"; and J. Bostain on "Future Directions of Language Programs." (AM)

ED 130 548 FL 008 188

Miller, David Neal

Sholom Aleichem: the Most Accessible Translations.

Pub Date [73]

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Curriculum Guides, Essays, Higher Education, *Indexes (Locators), Jews, *Language Instruction, *Literature Guides, Material Development, Novels, *Reading Materials, Short Stories, *Translation, Uncommonly Taught Languages, *Yiddish

Identifiers—*Aleichem (Sholom), *Yiddish Literature

This guide to Sholom Aleichem's works in translation cross-indexes the Yiddish originals with at least one, the most accessible, English translation. The guide is intended for teachers of Yiddish at the university level who have difficulty in acquiring suitable reading materials, and provides a basis for instructor-prepared materials. Part one contains a listing, first of translators and their identifying initials, then of English editions and their acronyms. Part two contains the titles of the works followed by acronyms and numbers referring to the book or journal listed in part one and to the pages in that volume. (Author/AM)

ED 130 549 FL 008 191

Rothman, Irving N.

A Study of Hebrew Phonetic-Reading Competence among Junior High Students at Congregation Beth Yeshurun.

Congregation Beth Yeshurun, Houston, Tex.

Pub Date 8 Dec 75

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Hebrew, *Jews, *Junior High School Students, Language Instruction, Oral Reading, Performance Based Education, *Phonetics, Reading Ability, Reading Instruction, Reading Speed, *Reading Tests, Secondary Education, *Second Language Learning, Testing, Test Results, Uncommonly Taught Languages

Identifiers—*Phonetic Reading, Religious Schools

This report analyzes a test in Hebrew phonetic reading administered to students of the junior high school at Congregation Beth Yeshurun in April and May 1975. There was a progressive improvement in reading rate in each grade: Junior High 1 students averaged 38.7 words per minute; Junior High 2 students averaged 47.3 words per minute; and Junior High 3 students averaged 51.8 words per minute. The experimental testing program produced the following recommendations: (1) Reading tests should be administered on an annual basis; (2) Results of the tests should be reported to parents; (3) A curriculum for instruction in phonetic reading needs to be developed; (4) The junior high program ought to divide students differently in English-based studies, such as history, and Hebrew-based studies, such as prayers, to account for differences in levels of skill; and (5) Although English reading scores and Hebrew reading scores show a poor co-efficient of correlation, they may be used effectively for points of comparison in counselling. The report concludes with a list of technological developments that may be easily and inexpensively incorporated into a reading curriculum. (Author/AM)

ED 130 550 FL 008 192

Gorden, Raymond L.

Living in Latin America. A Case Study in Cross-Cultural Communication.

Pub Date 75

Note—177p.

Available from—National Textbook Company, 8259 Niles Center Road, Skokie, Illinois, 60076

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), *Cross Cultural Studies, Cross Cultural Training, *Cultural Differences, *Cultural

Education, *Cultural Exchange, Cultural Factors, *Culture Conflict, Culture Contact, Family Role, Foreign Culture, Higher Education, Intercultural Programs, Language Instruction, Latin American Culture, Sociocultural Patterns, Sociology, Student Exchange Programs, Study Abroad

Identifiers—*Colombia

This volume is intended as a guide to cross-cultural communication for American guests and Colombian hosts interacting with each other. For this study, American guests and Colombian hosts were asked to talk about themselves and each other. Part one, "Scenes of Guest-Host Miscommunication," discusses scenes of interaction between the guest and host in the household, with particular reference to bathroom, bedroom, and living-dining areas. Part two, "Role Relationship of the American Guest," deals with the relationship between the American guest and his host family in general and between the guest and specific family members. Finally, implications for foreign language teachers and cross cultural trainers are discussed. (Author/AM)

HE

ED 130 551 HE 008 237

McGrath, Earl J.

Values and American Higher Education. Topical Paper No. 2.

Arizona Univ., Tucson. Coll. of Education.

Pub Date Jul 76

Note—20p.

Available from—Chairman, Committee on Higher Education, University of Arizona, 1415 N. Fremont, Tucson, Arizona 85719 (\$2.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Role, Cultural Context, *Curriculum Evaluation, Curriculum Problems, Educational Improvement, *Educational Responsibility, General Education, *Higher Education, *Liberal Arts, *Moral Values, Social Responsibility

The values of higher education -- the beliefs that govern the conduct and define the goals of American higher education -- are examined in relation to society as a whole. It is suggested that there is evidence of good intentions, good will, and remarkable social advances, but also a lack of sense of direction. Each of these contradictory images is related to educational issues. The values held by individuals and the nation will largely be determined by the kind of education the liberal arts college has provided. If a reconstituted and generally acceptable value system is to be conceived and disseminated among the members of society, the centers of learning must take a large part of the responsibility for doing so. The integration of knowledge and values could be more successfully accomplished in the curriculum if courses were organized around specific problems that society faces (e.g., crime). To design such new curricular patterns and reconstruct the present typical course offering will require unprecedented moral commitments and expenditures of energy. If this is done, units of instruction could give students in liberal arts colleges the basic facts, intellectual skills, and continuing sources of information needed to make sound judgments. (LBH)

ED 130 552 HE 008 285

Benezet, Louis T.

Private Higher Education and Public Funding.

ERIC/Higher Education Research Report No. 5.

American Association for Higher Education,

Washington, D.C.; George Washington Univ.,

Washington, D.C. ERIC Clearinghouse on

Higher Education.

Pub Date 76

Note—70p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Educational Demand, *Educational Economics, *Educational Supply, Federal Aid, *Financial Problems, Financial Support, *Government Role, *Higher Education, Needs Assessment, *Private Colleges, Public Education, *Public Policy, State Aid, State Colleges, State Universities

The serious financial troubles facing both private and public colleges suggest that additional public resources will be required to preserve and strengthen the dual system of American higher education. It is generally acknowledged that the achievement of the national goals of access and reasonable choice for all who use and can benefit from postsecondary education will require the full utilization of the resources in both the public and private sectors. The need for a better understanding of the benefits derived from maintaining a dual system of college support and control is suggested. Several arguments for maintaining the private sector are delineated and evaluated, and questions are posed that must be answered if the private sector is to remain an integral and surviving part of American higher education. (LBH)

ED 130 553 HE 008 288

Trivett, David A.

Articulation in Postsecondary Education.

American Association for Higher Education,

Washington, D.C.; George Washington Univ.,

Washington, D.C. ERIC Clearinghouse on

Higher Education.

Pub Date Sep 76

Note—5p.; ERIC/Higher Education Research

Currents

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$4.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Articulation (Program), College Role, Community Colleges, Educational Improvement, *Educational Mobility, Educational Responsibility, *Higher Education, Program Administration, *Program Coordination, *Student Mobility, Transfer of Training, *Transfer Policy

Articulation is defined as the processes that promote continuous, efficient, forward progress of students through the educational system. Several trends are now apparent that emphasize the need to improve articulation throughout postsecondary education. Matriculating students are more heterogeneous and their variations in preparation must be accommodated. Issues related to improving school-college articulation are discussed along with those regarding articulation within postsecondary education. Improvement is shown to depend on such concerns as transfers between institutions, the role and responsibilities of community colleges, and assignment of responsibility for improved articulation within an institution. Poor communication is concluded to be a universal element in articulation difficulties, although the underlying cause for many articulation problems stems from the absence of a central concept "X" for equating a vocational course, a pure, academic course, and the knowledge of a subject acquired by independent thinking and work. A method is needed for creating equivalencies in the transfer process that fairly assesses learning, regardless of its source. (LBH)

ED 130 554 HE 008 289

Toombs, William

Career Education and Undergraduate Study.

American Association for Higher Education,

Washington, D.C.; George Washington Univ.,

Washington, D.C. ERIC Clearinghouse on

Higher Education.

Pub Date Nov 76

Note—7p.; ERIC/Higher Education Research

Currents

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$4.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Education, College Role, College Students, Educational Objectives, Employment Potential, *Higher Education, *Public Policy, *Undergraduate Study, *Vocational Development, Vocational Education

The federal policy decision to emphasize career education presented the issues of the labor market to the postsecondary community in vivid form. The ideas and practices developed under the banner of K-12 have had only limited utility in colleges and universities. There is an active process of experimentation and invention underway, but on terms that can be more easily reconciled with postsecondary traditions. The current state is one of communication, reporting.

and limited analysis. An extensive bibliography is included. (Author/LBH)

ED 130 555 HE 008 293

Jobe, E. R., Ed.
Five Discussions on Postsecondary Education.
Mississippi State Postsecondary Education Planning Board, Jackson.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Higher Education Research.

Pub Date Jul 75
Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Athletics, Bibliographies, Educational Improvement, *Educational Planning, Equal Education, *Governance, Governing Boards, Open Education, *Planning, *Post Secondary Education, Statewide Planning, *Student Financial Aid

Identifiers—1202 Commissions, *Mississippi

Topics discussed are: (1) student aid and access to postsecondary education (Jack L. Woodward); (2) values in athletics (Grant Dungee); (3) some considerations in planning for postsecondary education (Paul G. Orr); (4) the open university as a challenge for postsecondary education in Mississippi (Cleopatra D. Thompson); and (5) comprehensive statewide planning for accessibility with effectiveness and efficiency as a dilemma for 1202 Commissions (S.V. Maritorana). A bibliography is included. (Author/KE)

ED 130 556 HE 008 296

Wintermote, Dick And Others

CASE [Council for the Advancement and Support of Education]. Travel. A Booklet for CASE Members Interested in Travel Programs as a Service to Alumni. Volume Two in a Series of Alumni Service Publications.

Council for the Advancement and Support of Education, Washington, D.C.

Pub Date 76
Note—64p.

Available from—CASE, One Dupont Circle, Suite 600, Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Alumni, Groups, *Higher Education, *Legal Problems, *Legal Responsibility, *Travel

Identifiers—CASE, *Council For Advancement and Support of Education

The growth and popularity of travel as a service program for alumni resulted in a 1975 CASE (Council for Advancement and Support of Education) Conference on Alumni Travel Programs. This publication is an outgrowth of that conference. The booklet deals with the reasons why alumni travel and why alumni travel programs are beneficial to participants and sponsoring institutions. A discussion of the legal considerations of the travel programs outlines the Civil Aeronautics Board regulations, various types of charters, tax implications, financial arrangements, contracts, and insurance. Guidelines for designing the tour are presented as well as the responsibilities of the sponsoring group to the tour participants. (JMF)

ED 130 557 HE 008 297

Task Force on Research

Council for Interinstitutional Leadership.

Pub Date Jul 76
Note—8p.

Available from—Council for Interinstitutional Leadership, 8606 Jones Mill Road, Washington, D.C. 20015

Journal Cit—International Newsletter for Voluntary Cooperation in Postsecondary Education

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bibliographies, Committees, *Consortia, *Doctoral Theses, Educational Coordination, Educational Research, *Higher Education, *Interinstitutional Cooperation, Leadership Responsibility, Newsletters, *Research Projects

A Task Force on Research, an initial committee created by the Council for Interinstitutional Leadership, was established for several purposes: to monitor research activities dealing with consortia by soliciting information on projects underway, by offering advice to researchers, by developing up-to-date bibliographies, and by assembling reference materials. It will also attempt to improve future research projects and suggest potential evaluators of joint programs. This newsletter offers a listing of 42 dissertations already completed on consortia and 34 potential

study topics compiled by the Task Force. A beginning 12-item bibliography is also included. (LBH)

ED 130 558 HE 008 307

Aberman, Hugh M.

Selected Characteristics of "Early Completing", "Completing", and "Non-Completing" college Students. Centennial Class Survey Report.

Pub Date 9 Dec 75
Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Ability, *Dropout Identification, Dropout Rate, Dropouts, Drug Abuse, Family Income, Females, Grade Point Average, *Grades (Scholastic), *Higher Education, Intellectual Disciplines, Males, Parental Background, Political Attitudes, *School Holding Power, Socioeconomic Status, State Colleges, *Student Characteristics, Surveys, Tables (Data)

Identifiers—*Shippensburg State College

A survey of the 1970 class of Shippensburg State College in 1974 identified four distinct groups from the 530 survey respondents: (1) students currently in the senior year and graduating on time; (2) students who finished college in less than the usual four years; (3) students who voluntarily withdrew from college with satisfactory average grades of "C" or better; and (4) students who withdrew from college because of unsatisfactory grades. The question asked is whether there are any distinct differences between the four identified student subgroups in their responses to items contained in the "Socio-Economic Survey," which focuses upon changes in student opinions, attitudes, and personality characteristics. Each table is presented with a brief discussion. An attempt is made to indicate where students are in 1974, not where they have been. (KE)

ED 130 559 HE 008 308

Schietinger, E. F.

Degree Output in the South 1973-74.

Southern Regional Education Board, Atlanta, Ga.
Pub Date 76

Note—238p.; Best available copy.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 (\$5.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bachelors Degrees, College Majors, *Doctoral Degrees, *Females, Geographic Regions, *Higher Education, *Males, *Masters Degrees, Private Colleges, State Colleges, State Universities, Tables (Data)

Identifiers—*United States (South)

The number of degrees earned by persons of each sex is displayed by academic field. The introduction features tables on degrees distributed by program for 1970-71 in the U.S. and in the South; changes in number of degrees distributed by field and level in the South for 1971-72 and 1973-74; degrees distributed by field and level in the South for 1971-72 and 1973-74; and degrees by field and sex for 1973-74. Tables 1-3 present the number of degrees by program, by sex, and by private and public institutions in both the United States and the South for 1973-74. Tables 4-17 present the number of degrees by sex and by public and private institution for 1973-74 by individual states in the South. (KE)

ED 130 560 HE 008 309

"A Capacity for Innovation" 1976 Master Plan of the Commission on Independent Colleges and Universities, New York.

Pub Date Jun 76
Note—89p.

Available from—Commission on Independent Colleges and Universities, 37 Elk Street, Albany, New York 12244

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Colleges, Educational Economics, *Educational Innovation, Educational Objectives, Enrollment Trends, Facilities, Faculty, Financial Problems, Graduate Study, *Higher Education, Libraries, *Master Plans, *Planning, Tables (Data), *Universities

Identifiers—*New York

Reported are the master plans of 107 institutions that are members of the Commission on Independent Colleges and Universities. Included are 17 recommendations for consideration by the New York State Regents. Discussed are the

recommendations to the Regents, the University of the State of New York, the Independent Colleges and Universities, the independent sector and the critical 1970's, the expected decline in high school graduates, and the task force on long-range financing of independent higher education. Appendices cover: mission and goals; institutional enrollments and enrollment projections; faculty; finance; physical facilities; graduate education; and libraries. Tables and charts are included. (Author/KE)

ED 130 561 HE 008 310

Will Higher Education Be Ready for the Eighties? Proceedings of the SREB Legislative Work Conference (25th, July 28-30, 1976, Annapolis, Maryland).

Pub Date Jul 76
Note—49p.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 (\$2.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Accreditation (Institutions),

*Change Agents, Collective Bargaining, Compensatory Education, *Decision Making, Demography, *Higher Education, *Planning, *Policy Formation, Program Evaluation, Regional Planning, Trend Analysis, Vocational Development

Long-range demographic trends, enrollment patterns, and current decisions about program evaluation and collective bargaining all have a bearing on what higher education will do in the next decade. In answer to the question of whether or not higher education will be ready for the 1980's, topics discussed are: (1) demographic change and southern education; (2) demographic trends in the next decade; (3) education and the world of work; (4) program evaluation; (5) academic program review at the state level; (6) compensatory education; (7) collective bargaining; and (8) accreditation. Included in the reported proceedings is a chairman's address by Virginia Governor Mills E. Goodwin. (Author/KE)

ED 130 562 HE 008 311

1975 Manual of Freshman Profiles. Four-year Colleges and University Centers, State University of New York. 1976 Profile Supplement.

State Univ. of New York, Albany. Office of Admissions and Financial Aid Affairs.

Pub Date 75
Note—116p.; Best available copy

Available from—Office of Admissions and Financial Aid Affairs, State University of New York, Central Administration, 99 Washington Avenue, Albany, New York 12246

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Admission Criteria, College Housing, Curriculum, *Freshmen, *Higher Education, *State Colleges, *State Universities, Statewide Planning, *Student Characteristics, Student Costs, Student Enrollment, Student Financial Aid, Student Research, *Students, Transfer Students

Identifiers—*State University of New York

The State University of New York compiles an information manual about freshman admission to the baccalaureate programs throughout the state. A profile summary for the four-year colleges and university centers is charted. An outline of costs and financial assistance available is provided to help the prospective student understand and prepare for the expenses of attending a State University campus or community college. A narrative statement on each of the University Centers, Medical Centers, Colleges of Arts and Science, Specialized Colleges, and statutory colleges provides information on the campus, enrollment, housing, campus activities, admissions criteria for freshmen and transfers, and available academic programs. In addition, the manual contains a curriculum chart listing the curricula and fields of specialization and the participating campuses where each is offered. The manual contains profiles based on data collected on students who applied and were admitted for the fall term of 1975; the supplement is based on data for the fall term of 1976. (JMF)

ED 130 563 HE 008 313

Federal Affairs Handbook 1976-1977.

Pub Date 76

Note—238p.; Copyrighted pages (p.27-58) are omitted.

Available from—Council for Advancement and Support of Education, One Dupont Circle, N.W., Suite 530, Washington, D.C. 20036

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Agencies, *Educational Policy, *Federal Government, *Federal Programs, *Guides, *Higher Education, *Program Descriptions, Tables (Data)

This handbook is designed as a general guide to the federal establishment as it relates to education. The selection of programs represents those of current popular interest, those involving the greatest sums of money, and those recently enacted and of general interest. Programs discussed include: U.S. Department of Health, Education, and Welfare; U.S. Office of Education; National Science Foundation; National Foundation on the Arts and Humanities; National Endowment for the Humanities; National Endowment for the Arts; The Smithsonian; National Association for Foreign Student Affairs; International Development; Library of Congress; National Archives; Nuclear Science, Technology, Environment; Sea Grant Support; Tools for Schools; and Transportation. Also discussed is the Congress. (Author/KE)

ED 130 564 HE 008 316
Inventory of Postsecondary Education Programs in Mississippi -- 1974.

Mississippi State Postsecondary Education Planning Board, Jackson.
Pub Date Jul 75

Note—38p.; Not available in hard copy due to marginal reproducibility of original

Available from—Mississippi Postsecondary Education Planning Board, Jackson, Mississippi

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Colleges, Courses, Degrees (Titles), Educational Planning, *Higher Education, *Junior Colleges, Planning, *Programs, *Proprietary Schools, Statewide Planning, Statistical Data, *Tables (Data)

Identifiers—*Mississippi Postsecondary Education Planning Board

The Mississippi Postsecondary Education Planning Board collects information and data relative to all public and private profit or non-profit institutions or agencies engaged in education and training in the postsecondary education field in that state. This inventory of programs of study available in the state is designed to aid institutions in long-range planning. The tables contain information on areas such as: offerings by subject at all Mississippi institutions, 1974; offerings by subject at all junior colleges, 1974; degrees granted at four-year institutions, 1974; and a list of proprietary institutions with types of programs offered. (JMF)

ED 130 565 HE 008 320
Donny, William F.

Postbaccalaureate Activities of the Class of 1974 in Pennsylvania.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.
Pub Date Nov 75

Note—56p.; Best available copy
Available from—Pennsylvania Department of Education, Box 911, Harrisburg, Pa. 17126

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bachelors Degrees, Careers, *Employment Opportunities, Employment Potential, Employment Trends, Graduate Surveys, *Higher Education, Job Market, *Jobs, Occupational Surveys, *Statistical Data, Surveys, Tables (Data)

Identifiers—*Pennsylvania

The Pennsylvania Department of Education's Office of Higher Education authorized this survey of 26,719 graduates of 86 Pennsylvania higher education institutions receiving baccalaureate degrees from December 1973 to August 1974 regarding their postgraduation activities. The study examines (1) how many got jobs; (2) how closely the graduates considered their jobs to be related to their major field of study; (3) which major degree fields led to the most employment success; (4) where graduates were employed geographically in relation to the institution from which they graduated; and (5) whether there were significant differences in postgraduation activities by race, sex, type of institution or higher education planning region. The study is aimed at students as well as counselors, placement personnel, and edu-

cational planners. The results intend to help students and institutions better match educational preparation to the job market. (JMF)

ED 130 566 HE 008 321
Pennsylvania Higher Education Enrollment Planning Projections. Phase II Report.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation.
Pub Date 75

Note—44p.; Best available copy

Available from—Office of Higher Education, Council of Higher Education, State Board of Education, Harrisburg, Pa. 17126

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Birth Rate, Community Colleges, Enrollment Influences, *Enrollment Projections, Enrollment Trends, *Females, *Higher Education, Private Colleges, Professional Education, Proprietary Schools, *Racial Distribution, State Colleges, State Universities, Tuition, Universities

Identifiers—*Pennsylvania

The Pennsylvania Department of Education has developed enrollment projections to 1995 based on the number of births occurring 20 years earlier. The statewide totals are then used as a starting point for projections for each segment of the higher education community: state owned institutions, community colleges, state related institutions, independent institutions, and proprietary institutions. The trends identified and the goals projected were (1) bringing racial and ethnic minority enrollments to parity with majority enrollments, and (2) increasing the female enrollments to the level of male enrollments. Another significant trend is considered in the increase in graduate and first professional enrollments. The trend projections also consider the impact of lowered tuition and fees on the base projection. The available data on adult continuing education is also projected. (JMF)

ED 130 567 HE 008 327
Choi, Jae W. Lyons, Paul R.

Institutional Goals Inventory at Frostburg State College (Where We Are and Where We Should Be).

Report No.—IR-10-73

Pub Date Sep 73

Note—75p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrator Attitudes, Educational Accountability, Educational Development, Educational Innovation, *Educational Objectives, *Higher Education, Human Development, Institutional Research, Intellectual Development, Program Effectiveness, Research, *State Colleges, *Student Attitudes, Tables (Data), *Teacher Attitudes, Vocational Development

Identifiers—*Frostburg State College

An Institutional Goals Inventory at Frostburg State College presents respondents with 90 prestructured goal statement questions and twenty-six locally prepared questions. The 90 goal statement questions compose twenty goal areas. Goals areas are: academic development, intellectual orientation, individual personal development, humanism/altruism, cultural/aesthetic awareness, traditional religiousness, vocational preparation, advanced training, research, meeting local needs, public service, social egalitarianism, social criticism/activism, freedom, democratic governance, community, intellectual aesthetic environment, innovation, off-campus learning, accountability/efficiency. Data on respondents' role on campus, faculty rank, age, and so forth are also recorded. Findings indicate that Frostburg State sees intellectual orientation as the highest priority, is a rather traditional kind of institution, is reluctant to express educational outcomes in dollars and cents, and has a need for planning, goal-setting, and articulation of college goals and objectives. Students place much more value on the importance of graduate education than do faculty or administration. (Author/KE)

ED 130 568 HE 008 328
Statistical Summary of the College. Madison College.

Madison Coll., Harrisonburg, Va.

Pub Date Dec 75

Note—59p.

Available from—Madison College, Office of Institutional Research, Harrisonburg, Va.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Achievement, Academic Rank (Professional), Bachelors Degrees, *Colleges, Comparative Statistics, *Educational Finance, *Faculty, *Higher Education, Masters Degrees, Minority Groups, Resident Students, Salaries, *Statistical Data, *Student Enrollment, Summer Programs, Tables (Data), Tenure

Identifiers—*Madison College

Data pertaining to students, faculty, programs, finances, and facilities of Madison College are presented for the purpose of providing a reference that will be useful to the college community and other interested persons. Thirty-eight statistical tables are presented including: comparison of resident enrollment, 1956-57 through 1975-76; distribution of enrollment by sex, and residence; comparison of full-time and part-time enrollment by academic level; minority group enrollment; distribution of enrollment by sex and academic level for summer sessions; analysis of credit-hour production by department, and by level of student for regular and summer sessions; extension enrollment by level of course; undergraduate applications, totally, and by sex; mean SAT scores of entering freshmen; degree programs offered; degrees conferred; distribution of bachelor's degrees conferred by major field of study; summary of master's graduates; distribution of collegiate professional certificates earned by degree recipients; instructional faculty doctorates; faculty tenure; sources of faculty doctorates; average faculty salaries and compensation by rank; general fund appropriations for current operating expenses, and for capital outlay; current funds expenditures by function; library collections; and institutional space profile. (JMF)

ED 130 569 HE 008 329
Fink, C. Dennis Bushnell, David S.

The Development of an Action Plan for a Post-Graduate School of Occupational Health.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Occupational Health Inst., Chicago, Ill.

Report No.—HumRRO-FR-ED-76-15

Pub Date Jul 76

Note—91p.

Available from—Human Resources Research Organization, 300 North Washington St., Alexandria, Va. 22314

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Certification, Course Content, Curriculum Development, Educational Finance, Educational Objectives, Evaluation, Governance, *Health Education, Health Occupations, Health Personnel, *Higher Education, *Medical Education, Medical Schools, Occupational Diseases, *Physicians, *Post Doctoral Education

Identifiers—*Occupational Health

Despite the growth in interest and concern for occupational health, few formal programs in occupational medicine exist. Most physicians practicing in the field have had to pursue their postgraduate education on a piecemeal basis with short-term workshops and self-study programs. Recognizing the need for systematically meeting the post-graduate educational needs for occupational health physicians, the Occupational Health Institute has sponsored the development of a plan based on the outline of Irving R. Tabershaw, M.D. The proposed characteristics of the Post Graduate School of Occupational Health (PG-SOH) are discussed, including the mission, educational goals, selection of students, instructional content, instructional delivery system, evaluation techniques and procedures, certification requirements, licensure, techniques for ensuring that courses are job relevant, techniques for updating course content, and procedures for assuring school credibility. The school organization and governing body are outlined, including the organizational structure, governance, recruitment of professors and course developers, proposed location, and incorporation as a nonprofit institute. The five phases of institutional development are detailed as are the expenditure and revenue projections. (JMF)

ED 130 570 HE 008 331
Sowell, Thomas

Affirmative Action Reconsidered. Was It Necessary in Academia? Evaluation Studies 27.

American Enterprise Inst. for Public Policy Research, Washington, D.C.

Pub Date Dec 75

Note—53p.

Available from—American Enterprise Institute for Public Policy Research, 1150 17th Street, N.W., Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Affirmative Action, *Court Litigation, *Discriminatory Legislation, *Employment Opportunities, *Employment Practices, *Employment Qualifications, *Equal Opportunities (Jobs), *Higher Education, *Legislation, *Objectives, *Personnel Policy, *Professional Personnel, *Racial Discrimination, *Salaries, *School Personnel, *Sex Discrimination

Affirmative action is examined from various points of view. A distinction is made between the basic concepts and legal rationale of affirmative action and the many specific laws, regulations, and practices that have developed under this label. The magnitude of the problem that affirmative action programs were intended to solve is measured in some general terms. The actual results achieved and the general trends set in motion by these programs are considered. Finally, the implications of affirmative action policies for those directly affected and for society in general are weighed. The study deals with race and sex differentials in employment, pay, and promotion prospects. In this study of the effectiveness and necessity of affirmative action programs the academic profession is used because it is an area in which crucial career characteristics can be quantified and have been researched. The study concludes that between the original concept of affirmative action and the goals and timetables actually imposed there is an ill-conceived mixture of unsupported assumptions and burdensome requirements that remain ineffective because of their indiscriminate nature. (JMF)

ED 130 571

HE 008 332

Spies, Richard R.

The Future of Private Colleges. The Effect of Rising Costs on College Choice.

Princeton Univ., N.J. Industrial Relations Section. Pub Date 73

Note—80p.

Available from—Industrial Relations Section, Princeton Univ., Princeton, N.J. (\$3.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—College Admission, *College Choice, *College Entrance Examinations, *Costs, *Economic Research, *Educational Alternatives, *Educational Demand, *Educational Finance, *Enrollment Trends, *Family Income, *Higher Education, *Private Colleges, *Socioeconomic Status, *Statistical Data, *Student Attitudes, *Student Costs, *Universities

Identifiers—*Scholastic Aptitude Test

A survey was conducted to examine the behavior of students as they decide where to go to college; in particular, the effects of financial considerations on their decision are examined. Admissions data from a group of select private colleges and universities are described along with trends in admissions at these schools. A random sample of parents of high school seniors who took the College Board examinations in the 1970-71 academic year and achieved a total score of at least 1100 on the SAT's was taken regarding the basis of their children's application decisions. The SAT scores are analyzed in relation to family income and college costs. The main conclusion drawn from the economic analyses is that, of the variables explored, educational considerations are the primary determinants of college applications. Students try to find schools that closely match their own academic abilities; financial considerations are only secondary. Neither cost nor income has much effect on applications, although both are statistically significant. The implications of this conclusion for the private colleges and universities are discussed and projections of the effect of future cost increases for this select group of institutions are made. (JMF)

ED 130 572

HE 008 333

Borland, David T.

Organizational Development and Goals: A Consultant's View of Women's Centers.

Pub Date Apr 76

Note—7p. Speech presented at the Conference of the American Personnel and Guidance Association/American College Personnel Association (Chicago, Illinois, April 13, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affirmative Action, *Higher Education, *Objectives, *Organizational Communica-

tion, *Organizational Development, *Organizational Effectiveness, *Program Administration, *Womens Education

Identifiers—North Texas State University, *Womens Centers

The North Texas State University's Women's Center was designed to define and identify the needs of women in the NTSU Community and to encourage and facilitate institutional and community response to those perceived needs. David T. Borland, consultant, advised the organizing group about the clientele who were to be served, the available resources for the center, and the scope of activities of the organization. His recommendations concern the goals of the organization not only as they relate to substance or services but as they relate to maintenance of the system. The recommendations deal with the organization and administration of a womens center: its basic purpose, immediate and long-range goals, the staff, the accountability. (JMF)

ED 130 573

HE 008 334

Rainsford, George N.

Congress and Higher Education in the Nineteenth Century.

Pub Date 72

Note—168p.

Available from—The University of Tennessee Press, Communications Building, Knoxville, Tennessee 37916 (\$6.95)

Document Not Available from EDRS.

Descriptors—American History, Bibliographies, Colleges, *Educational History, *Educational Policy, *Federal Aid, *Federal Government, *Government Role, *Higher Education, *Program Evaluation, Tables (Data), Universities

Identifiers—*Nineteenth Century

Federal aid to higher education is characterized today by two points: the amount of dollar involvement continues to spiral, and the course of this aid in the future is highly uncertain. How did it all get started and where is it going? Both of these questions are explored. Examined are the formative years of congressional assistance to higher education in the nineteenth century, and the reasons for the composition and thrust of present programs are elucidated. Clues to the probable course of future aid are also given. (Author/KE)

ED 130 574

HE 008 335

Stepas, Patricia Ann

The Development of Criteria for Nurse-Faculty Evaluation in a Collegiate Program.

Pub Date 3 Jul 76

Note—57p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Administrator Evaluation, Bibliographies, College Faculty, Department Directors (School), *Evaluation Criteria, *Faculty Evaluation, *Higher Education, *Nurses, *Student Evaluation of Teacher Performance

Developed is an evaluation criteria for nurse-faculty. To determine the criteria, a questionnaire was designed and sent to 80 chairpersons/deans of nursing. A rating scale was developed for the criteria and evaluation procedures identified through the questionnaire, which was administered to 13 nurse-faculty and chairpersons of nursing. Among the twelve procedures identified in the questionnaire, nurse-faculty rated the following procedures to be most effective: chairman evaluation, student evaluation, self-evaluation, class visitation, personal conferences, colleagues' opinions, and evaluation of both classroom and clinical instruction. Among the criteria identified from the questionnaire, nurse-faculty rated the following to be most effective: teaching effectiveness, areas of strengths and weaknesses of the instructor, and visitation and observation of instructor's performance. (Author)

ED 130 575

HE 008 336

Blackburn, Robert And Others

Changing Practices in Undergraduate Education. A Report for the Carnegie Council on Policy Studies in Higher Education.

Carnegie Council on Policy Studies in Higher Education, Berkeley, Calif.

Pub Date 76

Note—62p.

Available from—Carnegie Council on Policy Studies in Higher Education, 2150 Shattuck Avenue, Berkeley, Calif. 94794 (\$4.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Education, Associate Degrees, Bachelors Degrees, Catalogs, *College Credits, *College Majors, *College Students, *Courses, *Curriculum, *Curriculum Development, *Curriculum Research, *Degree Requirements, *General Education, *Higher Education, *Program Content, *Specialization, *Undergraduate Study

Curriculum, in its most common meaning, is a set of requirements that constitute an academic program. This study is concerned with what has been happening to undergraduate education in the United States in terms of curriculum. Phase I of the study examines degree requirements in 1967 and 1974 with regard to the specified minimum number of credit hours and the proportion of overall degree requirements that represent breadth and depth; the proportion of a degree represented by general education; the structure of the general education component; the content; and some of the historically basic components of general education. The major or depth component of a degree is examined with respect to the number of courses required for the major, their structure, and content. Differences among institutions are analyzed by institutional type or level, selectivity of students, and public or private control. Phase II employs transcript analysis for a selected number of institutions to determine the extent to which student course-taking actually agreed with the requirements stated in the catalogs, and to ascertain whether there had been a change since 1967 in the extent of student specialization. The findings indicated a minor decrease in number of required hours, which was accompanied by an appreciable shift toward specialization, as demonstrated by the increase in number of electives chosen by students in their field of concentration. (JMF)

ED 130 576

HE 008 337

Eis, Jennifer Ward, Don

Taking Off. An Organizational Handbook & Comprehensive Worldwide Resource Guide for Non-Traditional Higher Education.

Center for Alternatives in/To Higher Education, East Lansing, Mich.

Pub Date 75

Note—402p.

Available from—Center for Alternatives in/To Higher Education, 118 S. Harrison Road, East Lansing, Michigan 48823 (\$5.95)

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.

Descriptors—*Directories, *Educational Alternatives, *Educational Development, *Educational Innovation, *Educational Opportunities, *Guides, *Higher Education, *Personal Growth, *Program Descriptions, *Social Services

This is a handbook and guide for nontraditional higher education. Part one is an operational guide for the development, organization, implementation and evaluation of an alternative resource center for the facilitation of nontraditional learning within higher education. Part two is a comprehensive resource guide to alternative education programs including educational opportunities, social service and action, and personal growth programs. An index lists programs by population served, geographic location, and alphabet. (Author/KE)

ED 130 577

HE 008 341

Reck, W. Emerson

The Changing World of College Relations. History and Philosophy 1917-1975.

Council for the Advancement and Support of Education, Washington, D.C.

Pub Date [76]

Note—473p.

Available from—Council for Advancement and Support of Education (CASE), One Dupont Circle, Washington, D.C. 20036 (\$8.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Alumni, Development, Federal Government, Financial Support, *Higher Education, *History, *National Organizations, *Organization, *Professional Associations, *Program Descriptions, *Public Relations

Identifiers—*Council for the Advancement and Support of Education

Discussed is the development, history, and organization of the Council for Advancement and Support of Education (CASE). The book draws heavily on records of CASE and its predecessor organizations as well as on the speeches and writings of college and university presidents, trustees, deans, and other leaders in higher edu-

cation. CASE represents all the professional specializations in college and university advancement - alumni, administration, fund-raising, public relations, public information, publications, and periodicals. (Author/KE)

ED 130 578 HE 008 347

Agor, Weston H.

Financing of Public Baccalaureate Institutions in Michigan: A Staff Report Analyzing Trends from 1965-1974.

Michigan State Dept. of Education, Lansing.
Pub Date Jul 75

Note—87p.; Best available copy.

Available from—Higher Education Management Services, Michigan Department of Education, Lansing, Michigan 48902

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Budgeting, Economic Change, *Educational Finance, Enrollment Trends, Expenditures, Facility Inventory, Federal Aid, Fees, *Higher Education, Income, *State Aid, *State Colleges, *State Universities, Tables (Data), Tuition, *Undergraduate Study Identifiers—Higher Education General Information Survey, *Michigan

The focus of this study is primarily on the financing of public baccalaureate institutions in Michigan for the entire decade 1965-1974, drawing primarily on HEGIS (Higher Education General Information Survey) data submitted to the State Department of Education by the institutions themselves. The Education Agencies Program Section of the Department of Management and Budget also provided some budgetary, enrollment, and cost-of-living information. This is the first detailed longitudinal analysis of the financing of Michigan's public baccalaureate institutions. One of the unique features of the study is that actual dollar expenditures are translated into real-term dollars (i.e., discounting expenditures for the rate of inflation). Detailed discussion of each conclusion includes: (1) level and pattern of state appropriations and actual expenditures; (2) student tuition/fees and federal support; (3) 1974-1975 executive order cuts and executive office formula budget proposal; and (4) facilities analysis. Tables are also included. (Author/KE)

ED 130 579 HE 008 348

Chambers, M. M.

The Colleges and the Courts: Faculty and Staff before the Bench. Updating Supplement.

Illinois State Univ., Normal. Dept. of Educational Administration.

Pub Date 76

Note—77p.

Available from—Department of Educational Administration, Illinois State University, Normal, Illinois 61761 (\$3.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Collective Bargaining, *Contracts, *Court Litigation, *Due Process, *Faculty, Faculty Organizations, Freedom of Speech, *Higher Education, Instructional Staff, Legal Problems, Negotiation Agreements, *Personnel, Sex Discrimination, Social Discrimination, Strikes, Teacher Dismissal, Tenure

This document is an updating supplement to a 1973 volume of the same title and is intended to cover the various aspects of court action effecting higher education, and particularly the faculty and staff for the period 1973-76. The areas discussed include the inception of contracts; due process in nonrenewal of nontenure contracts and probationary contracts; tenure, compensation, promotion; discharge for cause, with due process; retirement; sex, race, national origin, and age discrimination; freedom of expression; collective and individual faculty power; collective bargaining; faculty strikes; nonacademic staff members; and the president, administrative staff, and board members. In each area specific cases are cited and precedents set are discussed. (JMF)

ED 130 580 HE 008 349

Chambers, M. M.

The Colleges and the Courts: The Developing Law of the Student and the College. 1976 Updating Supplement.

Illinois State Univ., Normal. Dept. of Educational Administration.

Pub Date 76

Note—65p.

Available from—Department of Educational Administration, Illinois State University, Normal, Illinois 61761 (\$2.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Records, Academic Standards, Admission (School), Admission Criteria, Confidentiality, *Court Litigation, Discipline, Divorce, *Due Process, Freedom of Speech, *Higher Education, *Legal Problems, Nonresident Students, Parental Responsibility, Sex Discrimination, Social Discrimination, Student Financial Aid, Student Organizations, *Students, Tuition

Constant progress and change in the law of higher education have necessitated this update of the original 1972 edition of this document (the original appeared with the same title) and its first updated supplement. Approximately 60 court decisions are cited that deal with students and their relationship to their colleges. Specific areas discussed include the obligation of divorced parents to pay college expenses; student admission; race and sex discrimination; exclusion for academic reasons; activity fees; differential tuition fees for out-of-state students; some aspects of student financial aid; various facets of student life; dormitory residents; search and seizure; confidentiality of student records; torts against students; freedom of speech; student organizations; freedom of student press; due process in disciplinary proceedings; disciplinary rules; state statutes applied to campus disruptions; and executive, judicial, and grand-jury overkill. (JMF)

ED 130 581 HE 008 350

Needler, Martin C. Walker, Thomas W.

The Current Status of Latin American Studies Programs.

Latin American Studies Association, Inc., Gainesville, Fla.

Pub Date [71]

Note—26p.

Available from—CLASP/LASP Secretariat, Box 13362, University Station, Gainesville, Florida 32604 (\$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Area Studies, *Cross Cultural Studies, Degrees (Titles), *Directories, *Higher Education, *Intercultural Programs, *Latin American Culture, Program Content, Program Development, *Surveys, Tables (Data)

Reported is a study to provide guidelines to member institutions of the consortium as to the composition of viable Latin American studies programs at different levels of institutional size and aspiration. Surveyed are 212 institutions that were members of the Consortium of Latin American Studies Programs. Surveyed are: (1) characteristics of the institutions; (2) levels of degree specialization; (3) differences in course offerings, financial capacity, and commitment; (4) regional differences; (5) variations in course offerings by discipline; (6) frequency of offering of individual courses; (7) prescriptive implications; and (8) changes over time. The appendix lists colleges and universities included in the survey with level of specialization in Latin American studies. (Author/KE)

ED 130 582 HE 008 353

Morishima, James K., Ed.

An Annotated Bibliography of Institutional Research 1973-1974.

Association for Institutional Research.

Pub Date 74

Note—61p.

Available from—James K. Morishima, Higher Education, M201 Miller Hall, DQ-12, University of Washington, Seattle, Washington 98195

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Bibliographies, Budgeting, Curriculum, *Educational Development, Educational Innovation, Faculty, Graduate Study, Higher Education, *Institutional Research, Instruction, Planning, *Post Secondary Education, Professional Education, Research, *Research Projects, Student Development, Student Personnel Services, Students

This annotated bibliography of institutional research is the eighth in a series published by the Association for Institutional Research (AIR). Abstracts on institutional research of special interest are submitted by members of AIR. Topics covered are: goals of higher education; community development goals; spatial environments of higher education; the university; institutions of higher education within the civil government; curriculum and instruction; research; professional and graduate education; student services; government and management activities; academic governance; planning; budgeting; innovative ac-

tivities; students; faculty; and student development outcomes. (Author/KE)

ED 130 583 HE 008 354

Teaching for Competence in the Delivery of Direct Services.

Council on Social Work Education, New York, N.Y.

Pub Date 76

Note—124p.

Available from—Council on Social Work Education, 345 East 46th Street, New York, N.Y. 10017 (\$3.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Caseworker Approach, Clinical Experience, Clinical Professors, Curriculum Design, *Delivery Systems, *Higher Education, Interpersonal Competence, *Intervention, *Performance Based Education, Practicums, *Social Work, *Teaching Quality

Enhancing practitioner competence in the delivery of direct services continues to be a prime concern of social work practitioners and educators alike. This document contains 11 articles that pertain to teaching direct intervention theories and skills. Joseph D. Anderson writes on games social work educators' play in teaching practice theories; Robert T. Constable writes on field experience and course work on the undergraduate level as preparation for practice; Charles Garvin writes on education for generalist practice; Carol Germain writes on teaching an ecological perspective for social work practice. Louise C. Johnson deals with social work practice models; John Korbelik and Laura Epstein deal with evaluating time and achievement in a practicum; Henry W. Maier deals with human functioning as an interpersonal whole. Nazneen S. Mayadas and Donald E. O'Brien author two articles: methods and techniques of teaching casework skills and a review of the literature on technology and social casework. Arthur Schwartz writes on the place of operant procedures in the social work curriculum and Burt Shachter deals with the client as a collaborator in social work teaching. (JMF)

ED 130 584 HE 008 355

Smith, Margo L., Comp.

Directory of Latin American Studies Programs and Faculty in the United States. Publication No. 8.

Latin American Studies Association, Inc., Gainesville, Fla.

Pub Date 75

Note—296p.

Available from—CLASP/LASP Secretariat, Box 13362 University Station, Gainesville, Florida 32604 (\$7.00)

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Area Studies, Degrees (Titles), *Directories, Educational Resources, Faculty, *Higher Education, *Intercultural Programs, *Latin American Culture, *Program Descriptions, Questionnaires

Identifiers—CLASP, *Consortium of Latin American Studies Programs

Information about Latin American studies programs was gathered from a questionnaire sent to the institutional members of the Consortium of Latin American Studies Programs (CLASP). This directory contains that information. Included is a description of 66 programs, indices for the disciplinary specialties represented by the faculty members in each program, for the field studies opportunities offered by 41 of the programs, and for the Latin Americanist faculty employed in these programs. (Author/KE)

ED 130 585 HE 008 357

1976 Annual Report of the Coordinating Board, Texas College and University System.

Texas Coll. and Univ. System, Austin. Coordinating Board.

Pub Date Aug 76

Note—73p.

Available from—Coordinating Board, Texas College and University System, LBJ Building, P.O. Box 12788, Austin, Texas 78711

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Annual Reports, Campus Planning, *Educational Finance, *Educational Planning, Faculty Planning, Financial Policy, *Higher Education, Master Plans, Planning, Program Administration, *Program Development, Statewide Planning, Student Financial Aid, Student Needs, Students, *Student Welfare

The Texas College and University System Coordinating Board is responsible for statewide planning and policies for Texas higher education. Its major areas of responsibility include financial planning, program development, services to students, and campus planning. The 1976 annual report details the Board's activities for the year. Program development activities include new programs and administrative changes; role-and-scope study; off-campus instruction; consumer protection against substandard institutions; review of policy paper on academic freedom; medical education; community service and continuing education; and community/junior college development. Financial planning for the year involved a call for fiscal restraints; discussion of the Texas Formula System; higher education appropriations for 1975-77; tuition and fees; faculty salaries; staff personnel administration; and research funds. Student services detailed include student loan programs; various grant programs; and residency determination. Campus planning and physical facilities development included approval of construction projects and real property acquisition; campus master planning; repair and rehabilitation; facilities inventory; student housing survey; junior college resource development; and federal program administration. (JMF)

ED 130 586 HE 008 359
Chambers, M. M.

Appropriations of State Tax Funds for Operating Expenses of Higher Education 1976-77.

National Association of State Universities and Land-Grant Colleges, Washington, D. C. Office of Research and Information.

Pub Date [76]

Note—29p.

Available from—National Association of State Universities and Land Grant Colleges, Office of Research and Information, 1785 Massachusetts Ave., N.W.; Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Finance, *Higher Education, *Land Grant Universities, *Operating Expenses, *State Aid, *State Colleges, State Government, State Programs, Statistical Analysis, Tables (Data), Tax Allocation, Taxes, *Tax Support

Identifiers—Tax Appropriations

The National Association of State Universities and Land Grant Colleges (NASULGC) publishes Dr. Chambers' annual report of state tax appropriations for operating expenses of higher education for 1976-77. The report reveals that the weighted average rate of gain for all 50 states over the preceding two fiscal years is 24 percent. The differences among geographical areas appear sharply. The trans-Mississippi area, including Alaska and Hawaii (24 states, including two of the ten most populous: California and Texas) made superior and above average gains, with only six having slightly below average gains. Nine of the states having below average gains are concentrated in the Northeast. The figures exclude appropriations for capital outlay and sums that clearly originate from sources other than state taxes. Included in the figures are sums appropriated for annual operating expenses; preallocated state tax proceeds; separate appropriations for medical centers, agriculture experiment stations and extension services, branch institutions, and regional campuses; state scholarship funds appropriated from state tax funds; and sums appropriated to statewide governing and coordinating boards. (JMF)

ED 130 587 HE 008 360
Chambers, M. M.

Current Bibliography of Higher Education in Other Nations.

Illinois State Univ., Normal. Dept. of Educational Administration.

Pub Date Sep 76

Note—67p.

Available from—Department of Educational Administration, Illinois State University, Normal, Illinois 61761 (\$2.00; Quantity discounts upon request)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Bibliographies, *Books, Comparative Education, *Foreign Countries, *Higher Education, International Education, *Periodicals, Reference Books, *Reference Materials

This bibliography contains approximately 400 entries on the topic of higher education in other countries. Two items were written in the 1950's, 28 others in the 1960's. Seventy percent of the

entries were written after 1974. Nearly all items are published in English, the remaining few in French or German. The bibliography is divided into books; reference works of multinational scope; periodicals; and articles. The articles cover 40 countries with principal emphasis on France, Great Britain, Canada, Australia, Federal Republic of Germany, Sweden, Norway, Denmark, Japan, U.S.S.R., India, and Italy. (JMF)

ED 130 588 HE 008 362
Council, Kathryn A.

Graduation and Attrition of Black Students at North Carolina State University.

North Carolina State Univ., Raleigh. Div. of Student Affairs.

Pub Date Aug 74

Note—10p.

Available from—Student Affairs Planning and Research, Division of Student Affairs, North Carolina State University, Raleigh, N.C.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, College Graduates, Dropouts, Ethnic Groups, *Expectation, *Grade Point Average, *Grade Prediction, Graduation, *Higher Education, Negroes, *Negro Students, Success Factors

Identifiers—*North Carolina State University

The graduation and attrition patterns of black students at North Carolina State University are reported in an effort to provide data pertinent to minority students. Black students were identified after 1969 by means of an ethnic card completed during the registration process. The report is based on all black students (N=80) who entered NCSU as new freshmen in the fall of 1969 and 1970. Verbal and math scores from the Scholastic Aptitude Tests, converted high school rank, and grade-point average (GPA) at the end of the first academic year were collected for each student. By using the prediction equations in effect during this year of application, a predicted grade-average was computed for each student according to the school he entered. Grade reports were reviewed to determine whether a student had been suspended, withdrew, graduated, or whether he was still enrolled from the time of entry through the spring of 1974. The report shows that SAT and high school rank, when used alone, were not good predictors of performance for this group. When used together in certain combinations to form the predicted grade average, their ability to indicate success was improved. First year GPA appears to be a good measure of eventual success for black students. In fact, black students in this study had a probability of graduation that was at least as high as other students with the same first-year GPA. (JMF)

ED 130 589 HE 008 363
Council, Kathryn A.

Survey of Spring 1974 Degree Recipients at NCSU.

North Carolina State Univ., Raleigh. Div. of Student Affairs.

Pub Date Jan 75

Note—20p.; Not available in hard copy due to marginal legibility of original document.

Available from—Student Affairs Planning and Research, Division of Student Affairs, North Carolina State University, Raleigh, N.C.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bachelors Degrees, *College Graduates, Doctoral Degrees, *Employment, Females, Graduate Study, *Higher Education, Institutional Research, Males, Masters Degrees, Occupational Surveys, Race, School Surveys, *State Universities, *Statistical Data, *Surveys, Tables (Data)

Identifiers—*North Carolina State University

A survey was conducted to determine the post-graduation activities of students who graduated from North Carolina State University in May 1974. The questionnaire was distributed prior to graduation to students about to receive bachelor's degrees in Agriculture and Life Sciences, Design, Education, Engineering, Liberal Arts, Physical and Mathematical Sciences, and Textiles. The results are presented in tables showing, by department, percentages who had and had not accepted employment at the time of graduation. For students who had not accepted employment, percentages are given for those who had a previous offer, who had no previous offer, who were continuing their studies, and who had not accepted

employment for other reasons. For those who had accepted employment, job location is given. The totals for all the schools are summarized by race and sex. Master's degree and doctoral recipients were similarly surveyed. The results indicate that more than twice as many undergraduate males (49 percent) as females (21 percent) had accepted employment at the time of graduation. Approximately equal proportions (19 to 20 percent) of males and females planned to continue their studies. Males were more satisfied with job offers than females. Of the master's degree recipients responding, 63 percent had accepted employment, and of these, 74 percent were satisfied with their job offer. Eighty-two percent of the doctoral recipients had accepted employment, and many were returning to jobs held previously or concurrently with getting their degrees. (JMF)

ED 130 590 HE 008 367
Boyd, Joseph D., Comp.

National Association of State Scholarship and Grant Programs. 8th Annual Survey, 1976-1977 Academic Year.

National Association of State Scholarships and Grant Programs.

Pub Date 76

Note—38p.

Available from—National Association of State Scholarship and Grant Programs, c/o Illinois State Scholarship Commission, 102 Wilmet Road, Deerfield, Illinois 60015 (\$0.60 in stamps for postage)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Finance, *Grants, *Higher Education, Scholarship Funds, *Scholarships, State Agencies, *State Aid, *State Programs, Statistical Analysis, Student Financial Aid, *Tables (Data), Tuition Grants

This survey is designed to provide information on state- and territory-funded scholarship and grant programs to undergraduate students with financial need who wish to attend public or private institutions at the postsecondary level. The tables show a comparison among the states of 1975-76 and 1976-77 estimates of the number and percentage of monetary awards, dollars paid out, average award, and amount paid per person according to the 1970 census population. Rank order tables are provided showing the percentage change in state funded awards; dollar awards per 1970 population; and percentages of all need-based awards. Program characteristics for each state are outlined. Percentages of awards at public and private institutions are compared by state. Significant changes in program operations for 1976-77 are noted as are the relationships of each state program to the Basic Educational Opportunity Grants (BEOG). Other information provided includes the impact, if any, of the Keppel Report (National Task Force on Student Aid Problems) on state agency decisions; court actions involving state agencies; and a directory of the National Association of State Scholarship and Grant Programs (NASSGP) member agencies. (JMF)

ED 130 591 HE 008 372
Gaff, Sally Shake, Ed. And Others

Resource Notebook.

Project on Institutional Renewal through the Improvement of Teaching, Washington, D.C.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.; Society for Values in Higher Education, New Haven, Conn.

Pub Date Jun 76

Note—139p.

Available from—Project on Institutional Renewal through the Improvement of Teaching, 1818 R St., N.W. Washington, D.C. 20009 (\$3.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Administrative Organization, *Bibliographies, College Students, *Curriculum Development, Educational Change, Educational Development, *Higher Education, Learning, *Resource Guides, *Teacher Improvement, *Teaching

This Notebook has been prepared as a guide to resources on several topics related to the improvement of teaching and the renewal of colleges and universities. Topics are: general resources; teaching; learning and students; course development; curriculum development; advising; faculty development; administrative development; faculty evaluation; and institutional change. Each

section begins with a bibliographic essay that provides a perspective on the topic, and points to some of the literature in the area. A second part is an annotated bibliography of several important works. The third section is a more general bibliography. The major purpose of this guide is to point the general reader to a limited number of useful items. The names of individuals who assembled, organized, and described the material appear on each section. (Author/KE)

ED 130 592 HE 008 399

Rossmann, Jack E.
Attitudes Toward Macalester's Program to Expand Educational Opportunities.

Macalester Coll., St. Paul, Minn. Office of Research and Planning.
Pub Date Jan 75
Note—24p.

Available from—Office of Institutional Research and Planning, Macalester College, Saint Paul, Minnesota 55105

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Attitudes, *Attitudes, *Educational Assessment, *Educational Objectives, *Educational Opportunities, *Higher Education, *Program Evaluation, Student Attitudes, Tables (Data), Teacher Attitudes

Questionnaire data related to Macalester's program to Expand Educational Opportunities (E.E.O.) were obtained from trustees, alumni, faculty members, administrators, clerical staff, and students. Data are presented that assess: (1) the perceived success the college achieved in relation to 12 objectives outlined in the original 1968 Faculty Advisory Council proposal for E.E.O.; (2) the current perceived importance of each of the original 12 objectives; and (3) the relative importance of institutional goals with relevance for E.E.O. Conclusions included findings that: (1) the original objectives for the E.E.O. program were still seen as important; (2) when discrepancies occurred between groups on perceived success, faculty tended to be low, and alumni, trustees, and administrators were on the high side of the success continuum; and (3) the perceived "communication gap" on campus widened significantly between the fall of 1973 and the fall of 1974. (Author/KE)

IR

ED 130 593 IR 003 799

Bournazos, Florence Irene

Recommendations for the Future Development and Organization of Professional Materials Libraries in Educational Planning Region 12 of Michigan Based Upon the Perceived Needs of Administrators and Teachers.

Pub Date Aug 75

Note—164p.; Ed.D. Thesis, Western Michigan University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (\$7.50 in microfilm, \$15.00 in hardcopy)

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, Educational Planning, Financial Support, Information Needs, Library Materials, Library Planning, Library Services, Library Standards, Personnel, Regional Planning, *Special Libraries, Surveys, *Teachers

Identifiers—*Michigan

To facilitate planning for future development of professional materials libraries in Educational Planning Region 12 of Michigan, a study was undertaken to: (1) identify the perceived needs of administrators and teachers for materials and services in professional libraries, and (2) determine the present status of holdings and services. Questionnaires were completed by a large, stratified sample of teachers and administrators, and results were used to identify needs and to make recommendations regarding library location, organizational structure, holdings, staffing, etc. This report describes research objectives, outlines data collection procedures, and summarizes results. (EMH)

ED 130 594 IR 003 812

Eickmann, Paul E. Lee, Ronald T.

A Case Study in Developing a Competency-Based Curriculum.

Pub Date Mar 76

Note—35p.; Paper presented at the Association for Educational Communications and Technology Annual Conference (Anaheim, California, March 28-April 2, 1976)

Available from—Center for Instructional Development, Syracuse University, Syracuse, New York 13210

Document Not Available from EDRS.

Descriptors—Case Studies, *Educational Development, Higher Education, Information Needs, *Instructional Design, *Music Education, *Performance Based Education, Program Evaluation

Identifiers—AECT 76, Syracuse University

The instructional development process consists of two phases: (1) basic inputs and component design, and (2) production. Inputs involve the collection of information about project selection and content issues, and component design is the structuring of content before proceeding to operational design modification. Production activities refine each content area by considering topic, construction, objectives, instructional resources, content design, trial evaluation, and revision. This speech examines the instructional development process with illustrations from a competency-based music program developed at Syracuse University. (EMH)

ED 130 595 IR 003 895

Watts, Frank, Comp. and Ed.

Educational Broadcasting and Educational Change; Proceedings of the Commonwealth Educational Broadcasting Conference (Sydney, Australia, October 7-16, 1975).

Australian Broadcasting Commission, Sydney.

Pub Date 76

Note—110p.

Available from—Australian Broadcasting Commission, G.P.O. Box 487, Sydney, N.S.W. 2001, Australia (ISBN-0-642-975531)

Document Not Available from EDRS.

Descriptors—Broadcast Industry, Conference Reports, Cooperative Planning, Educational Change, *Educational Innovation, Educational Radio, *Educational Technology, Educational Television, Experimental Programs, Extension Education, Formative Evaluation, Instructional Media, Instructional Systems, Mass Media, *National Programs, *Programming (Broadcast), Regional Programs, Technological Advancement, Telecommunication

Identifiers—Australia, British Commonwealth, Educational Broadcasting

The Proceedings of the 1975 Commonwealth Educational Broadcasting Conference begin with an introduction and recommendations for broadcasting in the Australian commonwealth. Summaries of conference deliberations in seven topic areas are given. Speeches at the opening ceremonies are followed by lead papers in the following seven topic areas: (1) education and broadcasting in the context of national development, (2) users and makers in educational broadcasting, (3) technological developments in broadcast education programs, (4) materials for educational broadcasting, (5) specialized programs, (6) commonwealth cooperation in educational broadcasting, and (7) a review of past achievements. Appendixes include agenda, programs of special conference activities, a list of conference documents, and a list of participants. (CH)

ED 130 596 IR 003 952

Simple Steps to Successful Legislation; Why? Who? What? When? How?.

American Association of School Librarians, Chicago, Ill.

Pub Date 76

Note—67p.

Available from—American Association of School Librarians, 50 East Huron Street, Chicago, Illinois 60611

Document Not Available from EDRS.

Descriptors—*Educational Legislation, Financial Support, Information Sources, Instructional Materials Centers, Political Influences, *Political Power, Publicize, Public Policy, *Public Support, *School Libraries

Librarians and media specialists need to know how to develop a political campaign for the improvement of student learning through increased public support for school library media programs. The first step is to organize, with a steering committee and a network of people, for communication and action. Goals must be formulated, priorities established, methodologies developed, and

costs estimated. Planning and implementation involve analysis of the current situation, specific and detailed statements of needs to be met, and ways to communicate these needs. Communication must be established with politicians, educators, the public, and other organizations through personal contacts, letters, telephone calls, the news media, and other local means. Appendixes contain a test of political awareness, information sources, and some sample materials. (LS)

ED 130 597 95 IR 004 070

Gray, Brenda And Others

Literacy Programs and Public Libraries.

South Bay Cooperative Library System, Santa Clara, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—33p.

Available from—Brenda Gray, Federal R.E.A.D. Project, South Bay Cooperative Library System, 2635 Homestead Road, Santa Clara, California 95051

Document Not Available from EDRS.

Descriptors—Adult Basic Education, Games, High Interest Low Vocabulary Books, *Library Extension, Library Programs, Library Services, *Literacy Education, Manuals, Public Libraries, *Reading Instruction, Reading Materials, *Tutoring

Identifiers—California (Santa Clara County), Project READ

For four years, the South Bay Cooperative Library System's Federal R.E.A.D. Project has used trained library personnel and volunteers to offer free, individualized tutoring to children and adults with reading problems. To assist other libraries wishing to establish such services, this handbook provides a list of recommended equipment and reading materials, and it describes games and instructional strategies for the teaching of remedial reading. A list of sources of material and information is included. (EMH)

ED 130 598 IR 004 106

Brahm, Walter

Libraries Then and Now; Some Casual Comments.

Ohio State Library, Columbus.

Pub Date 76

Note—28p.

Available from—State Library of Ohio, 65 South Front St., Columbus, Ohio 43215

Journal Cit—News from the State Library of Ohio

Document Not Available from EDRS.

Descriptors—Librarians, *Libraries, Library Associations, Statistical Data, *United States History

The year 1876 provides the unifying focus of this collection of United States library historical information. Issues that were of concern in that year are reviewed. Discussion of the 1876 Philadelphia meeting of librarians, where a resolution to form the American Library Association was passed, is accompanied by a reproduction of the relevant news article from the "Philadelphia Inquirer." The bulk of the report consists of a review of the history of various university and local libraries in Ohio and a copy of 1876 tables of United States libraries' collection, circulation, and budget statistics. (KB)

ED 130 599 IR 004 127

Silverman, Robert E.

Automated Teaching: A Review of Theory and Research. Technical Report.

Naval Training Device Center, Orlando, Fla.

Report No.—NAVTRADEVEN-507-2

Pub Date 8 Jun 60

Note—54p.; Archival document

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Autoinstructional Aids, Branching, Comparative Analysis, Conventional Instruction, Literature Reviews, Motivation, *Programmed Instruction, Programing, Prompting, Reinforcement, *Teaching Machines

Identifiers—Size of Step

The present state of research in the area of automated teaching and the application of automated teaching devices were reviewed in terms of issues relating to programing, to machine variables, and to studies comparing conventional instruction with automated instruction. Some basic issues were singled out for consideration. Such problems as prompting, confirmation, reinforcement, size-of-step, and branching were con-

sidered. The design and construction of machines were judged to be a secondary issue; the question of programming takes precedence. The problem of measuring the effects of automated teaching was considered to be crucial, since it is bound to the question of what is to be learned. It was also pointed out that job analyses of learning tasks must be done and measurement problems solved before valid comparisons between automated and conventional instruction can be made. (Author)

ED 130 600 IR 004 128

Goldbeck, Robert A. And Others
Further Experimental Evidence on Response Modes in Automated Instruction. Technical Report Number 3.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.
Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—AIR-328-60-IR-132

Pub Date Dec 60

Contract—NONR-3077(00)

Note—27p.; Archival document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Autoinstructional Aids, Covert Response, Educational Research, Grade 8, Overt Response, *Programed Instruction, *Response Mode, Secondary Education

Recent studies have suggested that requiring written responses as part of programed instruction format may have a negative effect on learning while more difficult responses may have the effect of holding interest and increasing achievement. To further explore the effect of response mode on rates of learning, a study was designed which compared the effects of: overt response; optional response; covert response; and implicit (reading) response. Four programed booklets, one representing each response mode were prepared and administered randomly in two eighth grade classrooms. Pre- and posttests were used to assess amount learned and records were kept for time required to complete lesson. A learning efficiency index was calculated, and the implicit reading response mode proved the most efficient. (EMH)

ED 130 601 IR 004 129

Eckstrand, Gordon A. And Others
Teaching Machines in the Modern Military Organization.

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio.

Report No.—P-1710; T-77535; WADD-TN-60-289

Pub Date Dec 60

Note—30p.; Archival document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Information Dissemination, *Literature Reviews, *Military Training, Programed Instruction, *Teaching Machines

Identifiers—Crowder (N A), Pask (G), Pressey (Sidney Leavitt), Skinner (B F)

To provide an overview of the possible impact of teaching machines on military training, several strategies were pursued: (1) several teaching machines were described; (2) the techniques of Pressey, Skinner, Crowder, and Pask were examined; (3) relevant research projects were reviewed; (4) appropriate military uses were suggested; and (5) methods for assuring proper use of teaching machine technology in military training were discussed. (EMH)

ED 130 602 IR 004 130

Zuckerman, Carl B. And Others
Research in the Automation of Teaching. Technical Report.

Naval Training Device Center, Orlando, Fla.

Report No.—NAVTRADEVEN-661-1

Pub Date 16 Feb 61

Note—163p.; Archival document

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Comparative Analysis, *Electronic Technicians, *Media Research, *Military Training, Programed Instruction, Sequential Programs, *Teaching Machines, Technical Education

Identifiers—Skinner (B F)

An experiment was designed to compare the value of the Skinner Teaching Machine with more traditional teaching methods and to compare various means of presenting material via the teaching machine. Material from the United States Navy Basic Electricity course was programmed into three series of items: one complete

tion, one multiple choice, and one true-false. Each series was presented in a logical order and in a random sequence. In a supplementary experiment, the completion items were presented on prompting cards to compare the machine with this simpler device. Exams were administered before and after the lessons, and statistical analysis of the results revealed no significant difference in learning between random and sequenced presentation, between the different kinds of items, or between the teaching machine and prompting card presentation. A subsequent experiment compared the effects of the machine with the lecture method and textbooks. (Author/EMH)

ED 130 603 IR 004 131

Shettel, Harris H. Lumsdaine, Arthur A.
Principles of Programming as Applied to the Development of Two Self-Instructional Programs for SAGE Operators.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.

Spons Agency—Air Force Systems Command, L.G. Hanscom Field, Mass. Electronic Systems Div.

Report No.—AFCCDD-TN-61-27; AIR-C-11-61-SR-247

Pub Date Feb 61

Contract—AF-19(604)-5951

Note—87p.; Archival document

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Autoinstructional Aids, Branching, Educational Research, *Instructional Design, Military Training, *Programed Instruction, Programming, Prompting, Response Mode, Sequential Programs, *Task Analysis

To facilitate the development of self-instructional programs for the SAGE Track Monitor and Intercept Director, job characteristics were outlined in behavioral terms, including: job knowledge, decision-making, problem-solving, perception, position-motor, symbolic identification, and sequential. Task characteristics were related to the following program variables: form of response, type of feedback, method of cueing, size-of-step, organization of frames, and branching. Programming considerations are discussed, sample frames provided, and the results of a study comparing two programming techniques reported. (EMH)

ED 130 604 IR 004 132

Shettel, Harris H.
Evaluation of Two Prototype Self-Instructional Programs Covering Basic Job Knowledge for SAGE Track Monitor and Intercept Director Operator Positions.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.

Spons Agency—Air Force Systems Command, L.G. Hanscom Field, Mass. Electronic Systems Div.

Report No.—AIR-C-11-61-SR-250; ESD-TN-61-51

Pub Date Mar 61

Contract—AF-19(604)-5951

Note—62p.; Archival document

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Autoinstructional Programs, Educational Research, Knowledge Level, Military Training, Programed Instruction, *Program Evaluation, Time Factors (Learning)

Experiments were conducted to test the effectiveness of self-instructional programs to teach the operation of two pieces of technical equipment, SAGE track monitor and intercept director. Three groups of trainees completed each program: (1) naive trainees; (2) trainees familiar with other components of SAGE; and (3) trainees with limited on-the-job experience. A fourth group of experienced personnel were given the same proficiency exam without participating in the training program. Results support the feasibility of using self-instructional materials for on-site initial training, cross-training, and transition training. Proficiency test results, opinion questionnaire results, and other pertinent data are included. (EMH)

ED 130 605 IR 004 133

Shettel, Harris H. Lindley, Richard H.
An Experimental Comparison of Two Types of Self-Instructional Programs for a SAGE System Paired-Associate Task.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.

Spons Agency—Air Force Systems Command, L.G. Hanscom Field, Mass. Electronic Systems Div.

Report No.—AFCCDD-TN-61-20; AIR-C-11-61-TR-251

Pub Date Mar 61

Contract—AF-19(604)-5951

Note—28p.; Archival document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Autoinstructional Programs, Comparative Analysis, Educational Research, *Paired Associate Learning, *Response Mode, Teaching Methods, *Time Factors (Learning)

A study was conducted to determine the optimal presentation methods for teaching the phonetic alphabet which is characteristic of much of the symbolic material which forms part of the SAGE L-system operator task. This discrete-item, paired-associate material was prepared in six different formats: (1) long continuous-discourse program, overt responses; (2) short continuous-discourse program, overt responses; (3) same as 2 but using covert responses; (4) flash cards with time limited, covert responses; (5) flash cards, time unlimited, covert responses; and (6) flash cards, time unlimited, with drop-out of mastered items. Each program was given to ten undergraduate subjects. Procedures and results were discussed in detail, and tabular summaries are provided. (Author/EMH)

ED 130 606 IR 004 134

Guthrie, Peter M. Lumsdaine, Arthur A.

Some Effects of Graduated Partial Cueing on the Learning of Paired Associates. Research Report.

American Institutes for Research in the Behavioral Sciences, San Mateo, Calif. Peninsula Office.

Spons Agency—Air Force Office of Scientific Research, Washington, D.C.

Report No.—AFOSR-TN-61-1341; AIR-C-14-9/61-SR-3

Pub Date Sep 61

Contract—AF-49(638)-681

Note—39p.; Archival document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adults, *Cues, Educational Research, *Paired Associate Learning, *Prompting, Tachistoscopes

To investigate the effect of several cueing methods on paired-associate learning, 48 adult subjects were asked to learn pairs of city names and corresponding airport codes using special cueing procedures or standard anticipation procedures. Visibility of the response term, and hence cue strength, was varied tachistoscopically, adjusting the illumination level. Tachistoscopic cueing produced significant but not large improvement in learning. The procedures and results of the six experiments are discussed in detail. (EMH)

ED 130 607 95 IR 004 135

Zeaman, David House, Betty J.

Role of Attention in Retardate Discrimination Learning. Progress Report No. 3.

Connecticut Univ., Storrs. Dept. of Psychology; Mansfield Training School, Mansfield Depot, Conn.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Nov 61

Grant—NIMH-USPHS-G-M-1099

Note—82p.; Archival document

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Attention, *Discrimination Learning, Educational Research, Elementary Education, Intelligence Factors, *Mentally Handicapped, Rewards, Stimulus Behavior, Visual Learning

To test the theory that retardates are particularly slow in forming some visual habits, especially attention, a series of experiments were performed using a laboratory device which forced subjects to discriminate between color and form in exchange for an incentive reward. Stochastic models were applied to tests of lower level retardates which measured original learning reversals, effects of intelligence, stimulus factors, reward schedule, and transfer operations. It was found that retardates have difficulty attending to the relevant stimulus. Theoretical background, test procedures, results, and conclusions are described in detail. (EMH)

ED 130 608 IR 004 136

Fuchs, Frank H. Silvern, Leonard C.
Training Firemen Using an Aural-Visual Teaching Machine.

Hughes Aircraft Co., Los Angeles, Calif.

Pub Date 19 Sep 62

Note—22p.; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, Educational Research, *Fire Science Education, Programmed Instruction, *Program Evaluation, Student Attitudes, *Teaching Machines

To test the effectiveness of teaching machine technology, an experiment was conducted in which an existing course in "Forestry Camp Watershed Fire Training" was translated to teaching machine format and delivered via the Videotronic Teaching Machine. A 252-step lesson was administered to 34 firemen recruits. A pretest, posttest, and retention test were administered and results were compared with the results for 259 experienced firemen who took the same exam but were not exposed to the training. Recruits showed substantial improvement and their test scores exceeded those of veteran firemen. Responses to an opinion questionnaire revealed that trainees were in favor of the new technique. An outline of the curriculum and a sample opinion questionnaire are included. (EMH)

ED 130 609 IR 004 137

Harmon, Francis L.

Guidelines for Evaluating Automated Instructional Programs and Devices.

Naval Personnel Research and Development Lab., Washington, D.C.

Report No.—USN-BUPERS-TB-62-4

Pub Date Feb 62

Note—27p.; Archival document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Autoinstructional Aids, Autoinstructional Programs, *Evaluation Criteria, *Guidelines, Programmed Instruction, *Teaching Machines

From a review of relevant literature and conference reports, guidelines were prepared for assessing the value of automated instructional materials. Major points included: (1) a definition of automated instruction; (2) a comparison of Skinner and Crowder methods; (3) benefits of automation; (4) general sources of automated materials; (5) benefits of teaching machines; (6) compatibility of teaching machines with existing programs; (7) testing of automated systems; (8) cost comparisons; (9) automated instruction as part of a total training program. (EMH)

ED 130 610 IR 004 138

Public Law 94-553-Oct. 19, 1976. An Act For the General Revision of the Copyright Law, Title 17 of the United States Code, and for Other Purposes. Title 17-Copyrights. Ninety-Fourth Congress.

Congress of the U.S., Washington, D.C.

Pub Date 19 Oct 76

Note—63p.; For related documents see IR 004 078-80; 90 STAT.2541

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Archives, Authors, *Copyrights, Government Publications, *Laws, Libraries, Reprography

Identifiers—Fair Use

The copyright law of the United States is amended in its entirety by this act that takes effect in 1978. Literary works; musical works; dramatic works; pantomimes and choreographic works; pictorial, graphic, and sculptural works; motion pictures and other audiovisual works; and sound recordings are included in the subject matter of copyright. Works of the U.S. Government are excluded. Allowable limitations on the exclusive rights of copyright holders include fair use, some types of reproduction by libraries and archives, certain secondary transmissions, and ephemeral recordings. Conditions of copyright ownership and transfer are given. Duration of copyright for works created after January 1, 1978 is the lifetime of the author plus 50 years. Also given are procedures for copyright notice, deposit, and registration; remedies for copyright infringement; importation prohibitions; and provisions for the copyright office and the copyright royalty tribunal. (PF)

ED 130 611 IR 004 139

Swets, John A. And Others

Learning to Identify Nonverbal Sounds: An Application of a Computer as a Teaching Machine. Technical Report.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Spons Agency—Naval Training Device Center, Orlando, Fla.

Report No.—NAVTRADDEVEN-789-1

Pub Date 23 Apr 62

Contract—N-61339-789

Note—49p.; Archival document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Aural Learning, College Students, *Computer Assisted Instruction, Educational Research, Feedback, Overt Response Identifiers—Learner Controlled Instruction

To test subject's capacity for auditory learning, four experiments were conducted in which college students were given the task of identifying specific multidimensional sounds after a period of practice. A computer-based teaching machine was used which incorporated the following features: (1) continual interrogation and overt response; (2) immediate feedback or knowledge of results; (3) learner-controlled pacing; and (4) presentation of successive items conditioned on previous performance. Experiments attempted to maximize performance by manipulating learning variables, and results proved to be similar to those obtained previously using conventional teaching methods. Certain of the central features of automated instruction were found to hinder learning in the tasks studied. This report briefly describes procedures for the experiments, and results are summarized. (EMH)

ED 130 612 IR 004 141

Harris, William W.

"A Nice Place to Visit, But:" Television's Image of the City.

Pub Date Apr 76

Note—8p.; Paper presented at the Conference on Telecommunications Policy Research (Airlie, Virginia, April 21-24, 1976)

Journal Cit—Public Telecommunications Review; v4 n3 p7-14 May/June 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*City Problems, Mass Media, *News Media, *Programming (Broadcast), Public Opinion, *Television, Urban Areas

Urban planners and policy makers are concerned that the image of cities conveyed to metropolitan viewers over television is predominantly negative. Locational and investment decisions may be influenced by the level of confidence inspired by such images. Television viewers perceive that their chance of experiencing violence in the city is higher than the actual risks. Television journalism may also inspire hostility toward politics and government. Positive city imagery is rare. The limited objectivity of journalism which focuses on the dramatic and unusual serves to select against positive reporting. The Federal Communications Commission (FCC) policy requiring licensees to ascertain community "problems" rather than "needs" may also contribute to the negative bias of community reporting. Television could contribute to the solution of the city image problem. The FCC prime time access rule provides the potential for positive public affairs programming. One program, "Jamaica Plain: Options in the City" was designed to communicate the positive aspects of life in a Boston neighborhood. Research is underway to determine the effects of the show. Available information shows positive results and gives indications that public interest programming can provide alternative images of the city for some people. (KB)

ED 130 613 IR 004 142

Chen, Robert P. Chen, Carrie C.

Rules for Cataloging Audiovisual Media: A Comparison of the Revised Chapter 12 of the Anglo-American Cataloging Rules with the 1967 Text.

Pub Date 76

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Audiovisual Aids, Bibliographies, *Cataloging, Films, Filmstrips, Instructional Media, International Programs

Identifiers—*Anglo American Cataloging Rules

Because of prevailing dissatisfaction with the 1967 version, a revised version of Chapter 12 of the Anglo-American Cataloging Rules was

published in 1975. The scope of the chapter was greatly expanded to cover charts, dioramas, flash cards, games, kits, microscope slides, models, realia, slides, transparencies, and videorecordings as well as motion pictures and filmstrips. Another major change was the introduction of a system of formal punctuation following the principles of the International Standard Bibliographic Description for Monographs (ISBD (M)). In this paper, each rule in the revised chapter is compared with the corresponding rule from the 1967 edition. Specific copies of Library of Congress catalog records are included to illustrate the differences. (Author/PF)

ED 130 614 IR 004 145

Balson, M. And Others

Impact and Adequacy: a Report of an Evaluation of Government Post-Primary School Libraries in Victoria.

Monash Univ., Clayton, Victoria (Australia).

Spons Agency—Victoria Education Dept. (Australia).

Pub Date Jun 76

Note—60p.; School Libraries Research Project; For a related document see IR 004 146

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Case Studies, Financial Support, Library Collections, *Library Facilities, *Library Programs, *Library Surveys, Library Technical Processes, *School Libraries, Secondary Education, Secondary School Teachers

Identifiers—Australia (Victoria)

An assessment of the impact and adequacy of new secondary school library programs was undertaken to formulate policies and plans for the next stages of the Victoria (Australia) Commonwealth libraries program, a secondary school library development effort in effect from 1969. The impact on attitude and resource usage was evaluated by comparing responses to an October 1975 questionnaire sent to 386 schools in the state with the Victoria data from a 1971 national survey of secondary school libraries. The adequacy of current libraries was investigated through school visits, data from the 1974 "Census Returns" of the Library Branch of the State Education Department, questionnaires sent to teachers in schools with Commonwealth libraries, two extended case studies, plus interviews with government officials. Results indicated that when funding approximated \$8.00 per pupil, it was perceived as adequate for needs. When library space was correlated with perceived adequacy, the greatest cost-benefit was shown at six square feet per student. One teacher-librarian per 250-400 students proved adequate. Teachers were satisfied with the new libraries, and they reported that central support services proved helpful. Needs reported included funds to train teachers and to hire support staff. (KB)

ED 130 615 IR 004 146

Balson, M. And Others

Appendices. Impact and Adequacy: a Report of an Evaluation of Government Post-Primary School Libraries in Victoria.

Monash Univ., Clayton, Victoria (Australia).

Spons Agency—Victoria Education Dept. (Australia).

Pub Date Jun 76

Note—58p.; School Libraries Research Project; For a related document see IR 004 145; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Financial Support, High Schools, Library Facilities, *Library Programs, Library Standards, *Library Surveys, *Questionnaires, *School Libraries, Secondary Education, Statistical Data

Identifiers—Australia (Victoria)

The appendices to the evaluation of Victoria, Australia's secondary school libraries include lists of the 33 schools visited to gather information and of the interviewees. The names of the 132 high schools with Commonwealth libraries are given with the dates of their openings and maps showing their locations. Copies of survey instruments used to gather data on resources, services, staffing, usage, and programs include a 1971 national secondary school library questionnaire and the 1975 Victoria secondary school library questionnaire. The teacher attitude survey instrument solicits usage and opinion information. The library census form used by the State Education

Department to collect budget and holdings statistics is accompanied by tables of Australian school library standards for space, staffing, and book holdings. (KB)

ED 130 616 IR 004 147
USSR Academy of Sciences; Institute of Scientific Information on Social Sciences.

USSR Academy of Sciences, Moscow.

Pub Date 76

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Information Centers, *Information Services, National Libraries, Social Science Research, *Social Sciences, Special Libraries Identifiers—INION, *Institute Scientific Information Social Sciences, *USSR

The Institute of Scientific Information on Social Sciences of the USSR Academy of Sciences was founded in 1969. Its founding was stimulated by the rapid development and growing importance of the social sciences in the Soviet Union and throughout the world. The Institute has been assigned to be the Soviet center of an integrated scientific information system in the social sciences. It provides information service to the scientific, educational, governmental, and public organizations of the country. It collects and abstracts Soviet and foreign literature. It issues abstract and bibliographic publications. It coordinates experience in the scientific information work in the social sciences and develops relations with foreign information centers. The Institute houses a social science library accommodating 7,000,000 volumes. (KB)

ED 130 617 IR 004 148
Jacobs, Paul I.

Some Implications of Testing Procedures for Auto-Instructional Programming. Final Report.

Educational Testing Service, Princeton, N.J.

Spons Agency—Air Force Human Resources Lab., Wright-Patterson AFB, Ohio.

Report No—MRL-TDR-62-67; P-1710

Pub Date Jun 62

Contract—AF-33(616)-7795

Note—79p; Archival document

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Autoinstructional Programs, Formative Evaluation, *Instructional Design, *Material Development, Programmed Instruction, Programming, *Test Construction

Although there are fundamental differences in the objectives of the two activities, the programming of instructional materials bears many similarities to the construction of tests. A systematic comparison of the problems and procedures reveals important implications for programming from the older field of testing. Theory and experience in test construction can be especially useful in the selection of valid criteria for assessing the effectiveness of a program, the ordering of instructional subject matter, the writing of instructional frames, and the formal evaluation of a program. Adaptive programming implies measurement of both aptitude and achievement in order to assign trainees to appropriate individual sequences of instruction. Possible applications resulting from examination of these and other issues are explored, and necessary further research is suggested. (Author)

ED 130 618 95 IR 004 149
Brown, O. Robert, Jr.

A Comparison of Test Scores of Students Using Programmed Instructional Materials with Those of Students Not Using Programmed Instructional Materials. Technical Report No.3.

Illinois Univ., Urbana. Committee on School Mathematics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Educational Media Branch.

Report No—P-711151.01

Pub Date Jul 62

Note—25p; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, *Comparative Analysis, *Conventional Instruction, Mathematics Instruction, *Programmed Instruction, Programmed Materials, Secondary Education, *Secondary School Mathematics

During the first semester of the 1961-62 school year, students from eleven mathematics classes at seven high schools participated in a test of programmed math materials. A control group composed of five classes was taught from a regular text by their math teachers; the experimental

group contained six classes which were taught the same content via a combination of programmed materials and classroom teacher. Achievement scores on seven unit tests were compared. At the beginning of the year all students took a test of general ability and a math Sequential Test of Educational Progress. On the ability tests the experimental group scored significantly higher than the control group. This difference was maintained for each unit test. No student studying from the programmed materials was prevented from doing as well as he might have under more typical instructional procedures. Examination of cumulative records showed that the programmed materials used were written for higher ability students. Item analysis showed that treatment had little effect on the ability to respond to recognition multiple-choice items, but had a significant effect on the ability to respond correctly to transfer items, in favor of the experimental group. (KB)

ED 130 619 IR 004 150

Homme, Lloyd E. And Others

A Study in the Applications of Teaching Machines.

Naval Training Device Center, Orlando, Fla.

Report No—NAVTRADEVN-1000-1

Pub Date 7 Sep 62

Contract—N-61339-1000

Note—73p; Archival document

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Comparative Analysis, Conventional Instruction, Educational Research, Educational Television, Homework, Lecture, Performance Factors, Post Secondary Education, *Programmed Instruction, Programmed Texts, *Teaching Machines, Technical Education

Three experiments were conducted to test the effectiveness of programmed learning. The first compared the use of a programmed text and a teaching machine with a television plus conventional lecture presentation in a DC Electricity course. The second experiment tested the same techniques in an AC Electricity course. The third experiment compared methods of homework preparation to determine if regular homework assignments or programmed text homework was more effective in learning calculus for electronics. In DC and AC Electricity courses, there was no significant difference in the performance of subject groups on final unit examinations. The group using a programmed text for homework was compared on four examinations with a group using conventional homework techniques. The programmed group was significantly superior. In all experiments the programmed techniques appeared less affected by ability levels and took less learner time. The report includes samples of the programmed materials used. (KB)

ED 130 620 IR 004 151

Shettel, Harris H. And Others

The Application of a By-Pass Technique to Programmed Instruction for Managerial Training.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.

Spons Agency—Westinghouse Electric Corp., Pittsburgh, Pa.

Report No—AIR-C-74-7/63-FR

Pub Date Jul 63

Note—48p; Archival document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Comparative Analysis, Conventional Instruction, Educational Research, Individual Characteristics, Lecture, Management Education, *Programmed Instruction, Retention, *Supervisory Training, Time Factors (Learning)

The feasibility of using programmed instruction materials for a session of a Management Training Conference conducted for first-level supervisory personnel of the Westinghouse Electric Corporation was studied. A programming format utilizing a series of gated segments, each preceded by a test item, was designed to accommodate the variability among trainees in prior knowledge of the topic. The materials were administered to a group of 40 supervisors at a conference. A control group participated in the traditional lecture-discussion session led by an experienced instructor. Pre- and posttests were administered to both groups. While the lecture-discussion method was effective, the programmed method was significantly better. The mean time required to complete the programmed course was four hours and twenty minutes, compared to one and one-half hours required by the lecture. A retention test, administered four months later, showed no significant advantage for either group. The gating format of the materials

proved effective in accommodating individual differences. (KB)

ED 130 621 IR 004 152

Holt, H. Oliver

Programmed Self-Instruction.

Bell Telephone Labs., Inc., Murray Hill, N.J.

Pub Date 63

Note—10p; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Autoinstructional Programs, *Cost Effectiveness, *Industrial Education, Pacing, *Programmed Instruction Identifiers—Bell Laboratories

Programmed instruction is of interest to the Bell Telephone System which conducts massive employee training programs. Characteristics of the programmed method include (1) small steps, (2) continual responding, (3) immediate feedback, and (4) self-pacing. The self-pacing characteristic allows accommodation of individual needs and provides flexibility to course administrators and learners. Students prefer the method to traditional group-paced instruction. Studies report a higher homogeneity of student achievement than is the case with conventional methods. There are limitations to the use of programmed instruction. Industrially appropriate programs are difficult to find. Testing the quality of the programs is expensive. Program development is time-consuming and costly. When the subject matter is unstable, when there are few students or when the self-pacing feature cannot be exploited, the method is probably inappropriate. Four programmed instruction projects have been introduced in the Bell System. The method will continue to be studied. (KB)

ED 130 622 IR 004 153

Smith, Edgar A. And Others

A Portable Presentation Package for Audio-Visual Instruction. Technical Documentary Report.

Aerospace Medical Research Labs, Wright-Patterson AFB, Ohio.

Report No—AMRL-TDR-63-91; P-1710; T-171007

Pub Date Nov 63

Note—19p; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Audiovisual Aids, *Equipment, Teaching Methods, Technical Education

The Portable Presentation Package is a prototype of an audiovisual equipment package designed to facilitate technical training in remote areas, situations in which written communications are difficult, or in situations requiring rapid presentation of instructional material. The major criteria employed in developing the package were (1) that the equipment be easily portable by one person, (2) that it utilize items available through established commercial channels, and (3) that components be assembled as modules to allow replacement or substitutions as units without interference with other components. The package contained the essential equipment required in preparing and giving audiovisual presentations to small groups. It was slightly larger than an attaché case, weighed 23 pounds, included camera with light meter, projector with remote controls and extra lenses, a projector screen, tape recorder, cords and mirrors, and additional film and magnetic tape. Descriptions, illustrations, and an example for use are presented. (KB)

ED 130 623 IR 004 154

Clifton, Charles, Jr. And Others

Grammatical Relations as Determinants of Sentence Similarity. Studies in Verbal Behavior Report Number 11.

Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 1 May 64

Grant—NSF-G-18690

Note—21p; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Kernel Sentences, Negative Forms (Language), *Sentence Structure, *Transformational Generative Grammar

Generalized recognition of the kernel, passive, negative, and passive-negative transformations of a number of sentences was investigated. A significant amount of generalization was obtained within a transformationally-defined sentence family relative to the generalization obtained between sentence families when subjects were

requested to register recognition of sentences previously read. A distance measure was used to compare generalization decrements between various constructions. The distance between sentences related by the passive transformation was less than between those related by the negative or a combination of negative and passive transformations. The distance between sentences related by negative transformations was not consistently less than that related by the combination of passive and negative. When the order of transformation was considered, the distance between sentences related by both passive and negative transformations equaled the sum of the distance between sentences related by the passive and negative. A satisfactory spatial representation of this data was Attneave's "city block" model. (KB)

ED 130 624

IR 004 155

Seidel, Robert J. Rothberg, Iris C.

Effects of Verbalization and Information on Problem Solving in Programmed Learning.

Human Resources Research Organization, Alexandria, Va.

Pub Date Sep 64

Note—15p.; Paper presented at the American Psychological Association Annual Convention (September, 1964); Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Computer Science Education, Educational Research, Feedback, High School Students, Information Utilization, Intelligence Level, Intermedial Differences, Problem Solving, *Programmed Instruction, *Prompting, Retention, *Verbal Learning

Identifiers—*Verbalization

To examine the influence of two variables—prompting versus confirmation, and verbalization on learning, 60 high school subjects used programmed instruction under six randomly assigned treatment conditions to learn to write computer programs. The rules group periodically wrote out the programming rules; the naming group subjects named the rules; the computer-programming-only group wrote the programs without any verbalization. In addition, subjects were required to write their answers to the programmed instruction questions either after (prompting) or prior to (confirmation) being given the explicit information requested. The effects of the conditions were measured on criterion tests. In all cases intelligence levels of subjects were related to test scores; no intelligence-learning condition interaction effects appeared. During learning the prompting condition was superior; on the criterion tests the confirmation group was superior. On the verbalization variable the rules group performed worse than the other two. The rules group also revealed the greatest test score variance. There was no significant difference between the computer-programming-only and the naming groups. (KB)

ED 130 625

95

IR 004 156

Davis, Daniel J.

The Effects of Sequence and Structure on Complex Concept Formation. Technical Report No. 4. Psychological and Educational Factors in Transfer of Training, Phase I.

Illinois Univ., Urbana. Dept. of Psychology.

Spons Agency—Office of Education (DHEW), Washington, D.C. Educational Media Branch.

Pub Date Jan 64

Contract—OEC-2-20-003

Note—38p.; Archival document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Students, *Concept Formation, *Cues, Educational Research, Feedback, Higher Education, *Sequential Learning

Several ways of structuring the early trials of a complex concept formation task were compared. Training trials were divided into two segments: (1) an asynchronous segment with one relevant and one irrelevant cue held constant while one relevant and one irrelevant cue varied and (2) a synchronous segment with all cues free to vary. The asynchronous segment was further divided into two parts in which (1) the more relevant cue was free to vary and (2) the less relevant cue was free to vary. The four possible orders of presenting the conditions were compared with each other and with a control group in which only synchronous segments were given. Eleven people in each of two experimental groups and one control group were given 160 presentations of the McHale-Stolurwo (1962) task in five blocks of 32

trials. The first two blocks were training trials; the last three were the task trials. Performance on asynchronous trials was superior to performance on synchronous trials during training although no significant difference appeared on the task trials. There was no difference due to the ordering of asynchronous and synchronous blocks during training. During asynchronous trials, it proved better to present the more relevant cue varying first. (KB)

ED 130 626

IR 004 157

Soviet Military Translations No. 132 (Armed Forces, Navy, Party Doctrine Machine Teaching, Higher Schools, Advanced Weapons, Space Flight).

Joint Publications Research Service, Washington, D.C.

Report No.—JPRS-23,377

Pub Date 25 Feb 64

Note—66p.; Archival document

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Armed Forces, Autoinstructional Aids, *Military Training, *Programmed Instruction, Programmed Materials, *Technical Education

Identifiers—Communist Party of the Soviet Union, *USSR

Contained in this document are translations of military interest concerning the Union of Soviet Socialist Republics. The following specific items are included: (1) technical training methods, (2) the constantly improving party direction of administrative organs, (3) college for armed forces personnel, (4) development of Leninist principles in military organizational development in the CPSU program, (5) application of the programmed teaching method in training navy specialists, (6) notes from cosmonaut flight logs, (7) physics and new weapons, and (8) conference on programmed teaching. (EMH)

ED 130 627

IR 004 158

Kopeleva, N. F.

Experience with Programmed Instruction in Elementary School (USSR).

Joint Publications Research Service, Washington, D.C.

Report No.—JPRS-23,371

Pub Date 25 Feb 64

Note—15p.; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Philosophy, Elementary Education, National Programs, *Programmed Instruction

Identifiers—*USSR

The task of reorganizing the elementary schools of the Soviet Union has provided the occasion for the assessment of programmed instruction methods. Though programmed texts have been widely used in other countries, the Soviet Union is committed to a different set of educational values, including the use of national teachers, a system that develops each student to his highest potential, and to the development of self-control. Not all the principles of programmed instruction address these issues, but programmed instruction can be of some value to teachers attending to the individual problems of students. An example of a program to teach subtraction of numbers less than 1,000 is included. (EMH)

ED 130 628

IR 004 159

Teaching Machines Discussed (USSR).

Joint Publications Research Service, Washington, D.C.

Report No.—JPRS-23,385; TT-64-21644

Pub Date 25 Feb 64

Note—23p.; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Autoinstructional Aids, *Programmed Instruction, *Teaching Machines, *Teaching Methods

Identifiers—*USSR

Programmed instruction in the Soviet Union is based on the sequential delivery of questions and automatic evaluation of responses. Programs may be linear or may provide for branching that accommodates differences in individual learning styles. Computer models have been developed to simulate job functions and to teach speed-reading. Their use can resolve the following general pedagogical problems: (1) student control over the pace of learning, (2) monitoring of the student, (3) administration of exams, (4) consultation and referral, (5) tutoring, and (6) training. Flowchart conceptions of these processes are pro-

vided, and two automated teaching programs are described. (EMH)

ED 130 629

IR 004 161

Zinov'ev, S. I.

Programmed Instruction and Certain Pedagogical Problems (USSR).

Joint Publications Research Service, Washington, D.C.

Report No.—JPRS-24,065; TT-64-31006

Pub Date 7 Apr 64

Note—11p.; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Problems, *Programmed Instruction, Reinforcement, Teaching Methods

Identifiers—*USSR

In the Soviet Union, data were gathered which testify to the effectiveness of teaching machines and other automated devices, especially for the instruction of strict systems of scientific knowledge. The psychological and pedagogical value of automated teaching aids is, however, in some instances questionable, particularly when programs are based on behaviorist notions of reinforcement. Two shortcomings of teaching machines are: (1) that technical designers fail to account for a broad range of human factors that determine optimal learning conditions, and (2) that the learner is taught to depend on the machine. It should also be remembered that many materials are just as effectively delivered via traditional textbook methods. (EMH)

ED 130 630

IR 004 162

Graf, David L.

An Evaluation of the Educational Media Service Programs in the Universities of the Big Eight Conference.

Pub Date May 76

Note—351p.; Ed.D. Thesis, University of Nebraska

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (76-25902; \$7.50, microfiche; \$15.00, hardcopy)

Document Not Available from EDRS.

Descriptors—College Faculty, Doctoral Theses, Higher Education, *Instructional Materials Centers, *Instructional Media, Instructional Technology, *Media Specialists, *Program Evaluation, Questionnaires, Surveys, Tables (Data), University Administration

Identifiers—Big Eight Universities

As part of a study to determine the adequacy of educational media services programs at Big Eight universities as perceived by faculty, department chairmen, and media directors, an instrument was developed which asked participants to evaluate 44 elements of media service programs. In general, responding groups were in agreement, and seven of the eight institutions were perceived as adequate. Local production of materials was assessed as the most adequate attribute while budget and staffing provisions were judged most inadequate. This report describes in detail the background and procedures for the study, and the results are analyzed and summarized by institution and overall. (EMH)

ED 130 631

IR 004 163

Salley, Homer E.

Selected Sound Recordings of American, British, and European Literature in English.

Toledo Univ., Ohio.

Pub Date Oct 76

Note—144p.

Available from—Technological Media Center, University of Toledo, Toledo, Ohio 43606 (\$10.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—American Literature, *Discographies, Drama, English Literature, Greek Literature, *Literature, Magnetic Tape Cassettes, Old English Literature, *Phonograph Records, *Phonotape Recordings, Poetry

This discography of cassette tapes and discs in English includes 1365 main entries of materials related to literature in 12 subject areas, including Elizabethan drama, European drama, and American poetry. Recordings are of five types: (1) dramatizations; (2) readings by the author; (3) readings by professional talent; (4) discussions of literary works; and (5) sound tracks from films. Each listing includes author, title, purchase information, order number, distributor, and playing time when available. A directory of distributors is included. (EMH)

ED 130 632 IR 004 164

Blomgren, Carolyn And Others
Executive Board Handbook with Constitution and By-Laws.

New Jersey School Media Association, New Brunswick.
Pub Date 76

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Governing Boards, Guides, *Media Specialists, *Professional Associations, Secretaries

Identifiers—*New Jersey School Media Association

This handbook describes the rules and responsibilities of the officers of the New Jersey School Media Association, including: president; president elect; vice-president; recording secretary; corresponding secretary; treasurer; member-at-large; and committee members. Also included is a statement of procedures for reimbursement and a copy of the organization's constitution and by-laws. (EMH)

ED 130 633 IR 004 165

Berg, John L., Ed.

Data Base Directions; the Next Steps. Proceedings of the Workshop of the National Bureau of Standards and the Association for Computing Machinery (Fort Lauderdale, Florida, October 29-31, 1975).

Spons Agency—Association for Computing Machinery, New York, N.Y.; National Bureau of Standards (DOC), Washington, D.C.

Report No.—NBS-SP-451

Pub Date Sep 76

Note—161p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order by SD Catalog No. C13.10:451; Stock No. 003-003-01662-4; \$2.40)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Computer Science, Conference Reports, Confidentiality, Cost Effectiveness, *Data Bases, Government Role, *Management, *Standards, Technological Advancement

To investigate the information needs of managers making decisions regarding the use of data base technology, the National Bureau of Standards and the Association for Computing Machinery held a workshop with approximately 80 experts in five major areas: auditing, evolving technology, government regulation, standards, and user experience. Results of the panel proceedings were summarized under eight categories of need and used to prepare guidelines for managers preparing to install data base management concepts. This report describes in detail the results of the panel discussions. (EMH)

ED 130 634 IR 004 166

Cooney, Joan Ganz

Sesame Street; 1,000 Hours of a Perpetual Television Experiment.

Children's Television Workshop, New York, N.Y.
Pub Date Sep 76

Note—28p.; Editorial Background

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Audiences, *Early Childhood Education, Educational Innovation, *Educational Television, International Programs, Media Research, Mentally Handicapped, *Preschool Education, Production Techniques

Identifiers—*Sesame Street

During its seven year history, "Sesame Street" has maintained high popularity while introducing such innovations as new cognitive curricula, new characters, bilingual elements, and affective and social education. Early goals emphasized 40 predominantly cognitive objectives aimed at helping the disadvantaged child. Additions have included location-based programs, specially designed segments for the mentally retarded, the Muppets, original music, and guest stars. Both formative and summative research have been conducted. Though attracting an audience was initially a problem, the program now has an extensive global audience. A chart of curriculum innovations is included. (EMH)

ED 130 635 IR 004 167

Cooney, Joan Ganz

The Electric Company; Television and Reading. 1971-1980: A Mid-Experiment Appraisal.

Children's Television Workshop, New York, N.Y.
Pub Date Sep 76

Note—36p.; Editorial Background

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Decoding (Reading), *Educational Television, *Elementary Education, Experimental Programs, Grade 2, Grade 3, Grade 4, Information Dissemination, National Programs, Production Techniques, Reading, Reading Instruction, *Remedial Reading

Identifiers—*Electric Company

"The Electric Company" was created by the Children's Television Workshop as an experiment to teach reading to 2nd, 3rd, and 4th grade children having difficulty learning to read. Solidly based on research in the teaching of reading, the curriculum emphasizes decoding skills. The production process included several phases: (1) assembling the repertory company, (2) graphic innovation, (3) research on appeal factors, (4) training of writers in teaching methods, (5) evolution of characters, (6) editing, (7) filming, and (8) informing the public. Each season of productions has been evaluated, and results have been used as formative input in the following year's productions. Research efforts have measured attention, comprehension, attitudes, and national impact. The program has been viewed extensively, and it has received wide acclaim. (EMH)

ED 130 636 IR 004 168

Cavert, C. Edward, Comp.

Forum 76; a Modern Chautauqua. Proceedings of the National Conference on Open Learning and Nontraditional Study (3rd, Lincoln, Nebraska, June 15-17, 1976).

University of Mid-America, Lincoln, Nebr.

Pub Date 76

Note—203p.

Available from—Conference Director, University of Mid-America, P.O. Box 82006, Lincoln, Nebraska 68501 (\$7.50; cassette audio tapes of most sessions are \$5.00 per session)

Document Not Available from EDRS.

Descriptors—Adult Education, Communications, Communication Satellites, Conference Reports, *Continuous Learning, Cost Effectiveness, Educational Alternatives, *Educational Technology, Educational Television, External Degree Programs, Government Role, *Higher Education, Management, Media Research, *Open Education, Organization, Program Evaluation, Quality Control, Telecommunication

Identifiers—Public Broadcasting Service, Public Service Satellite Consortium

This third national conference on open learning and nontraditional study attempted to demonstrate cooperative efforts across the country and to show how open learning and nontraditional study relate to unified efforts to achieve common goals. Topics discussed at the conference included: (1) the national overview, (2) military training programs, (3) the future of open learning, (4) quality of instruction, (5) problems of isolated learners, (6) program evaluation, (7) adult development, (8) management, (9) planning and marketing, (10) the Public Broadcasting System, (11) the Public Service Satellite Consortium, (12) communications technology, (13) organizational patterns, (14) the federal role, (15) research, and (16) discussions of individual programs. (EMH)

ED 130 637 IR 004 169

Sentieri, Judy C.

Simulation-Dialogue and Teaching Style.

Ohio State Univ., Columbus. Div. of Medical Dietetics.

Pub Date Jan 76

Note—23p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems Winter Meeting (Santa Barbara, California, January 26-29, 1976).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Computer Programs, *Dietetics, Health Occupations Education, Program Descriptions, *Simulation

Identifiers—ADCIS 76, PLAN

A computer simulation model called PLAN was developed to broaden student clinical experience in the field of dietetics. Each simulated experience consists of five elements: (1) introduction to the patient, (2) data gathering, (3) assessment of data, (4) patient interview and counseling, and (5) assessment of outcomes with the assistance of the instructor. The teaching strategy employs problem solving techniques, tutorial evaluation (including pre- and post-interview quizzes), and interview skills. Technical problems were encountered and overcome, and

the simulation model has been shown to have potential in other medical teaching fields. Flowcharts, outlines, and sample quizzes are included. (EMH)

ED 130 638 IR 004 170

Elliott, Earl S. Sebring, Robert H.

The Effects of Multimedia Instruction on Undergraduate Student Learning.

Pennsylvania State Univ., University Park. Coll. of Human Development.

Pub Date Jun 76

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Television, Higher Education, *Multimedia Instruction, Program Evaluation, *Student Teacher Relationship, *Undergraduate Study, Video Tape Recordings

Identifiers—Pennsylvania State University

The technology of multimedia instruction has made rapid strides at Pennsylvania State University in the past 20 years. The media format is an economical way to extend course offerings to many campuses. The emphasis on economy, however, must be balanced with an interest in the quality of instruction in order to produce achievement that is equal to or greater than that attained using conventional methods. The current challenge to educators is to make effective use of technological resources to facilitate good teaching and the effective development of each individual student. Current efforts at Pennsylvania State are centered on the development of two interdisciplinary multimedia courses. Evaluation of success in achieving the objectives of the courses was combined with evaluation of two different modes of instruction: (1) a local instructor who was responsible for the course at the campus, monitored presentations, graded examinations, and held student conferences; and (2) a remote instructor who monitored the use of centrally prepared tapes, while exams were graded centrally and conferences were conducted by telephone. No significant differences occurred on content exams between the local and remote instructor methods. Choice of method should therefore depend on other factors. (KB)

ED 130 639 IR 004 171

McKee, Sharon

Libraries and Learning Resources: Results of the 50-State Survey of the ESEA IV-B Program.

Spons Agency—National Association of State Educational Media Professionals, Washington, D.C.; National Audio-Visual Association, Fairfax, Va.

Pub Date 76

Note—82p.

Available from—National Audio-Visual Association, 3150 Spring Street, Fairfax, Virginia 22030 (\$15.00)

Document Not Available from EDRS.

Descriptors—Delivery Systems, Elementary Secondary Education, *Financial Support, Instructional Materials Centers, Library Equipment, Library Expenditures, Library Services, *National Surveys, Private Schools, *School Libraries, *State Programs

Identifiers—Bureau of Indian Affairs, *Elementary Secondary Education Act Title IVB, ESEA Title IVB

Results are compiled from a national survey designed to monitor the Libraries and Learning Resources Program of the 1974 Elementary and Secondary Education Act (ESEA Title IV-B) and to learn what changes might improve the delivery of library materials, equipment, and guidance, counseling, and testing services to elementary and secondary school students across the country. Survey information is current as of March 19, 1976. Nine tables present numerical data on funding, local participation levels, private school spending, advisory board composition, application deadlines, and fund release dates for each state. Full-page state program descriptions include each state's 1976 formula for distributing funds to local agencies, a description of private school services, discussions of problems, advisory council and intermediate unit descriptions, plans for evaluation and information dissemination, state guidelines and standards, and a listing of reports required of local agencies. A similar report for the Bureau of Indian Affairs is included as well as a short interpretation of national findings. (KB)

ED 130 640

IR 004 172

Rosonke, Richard J.

A Study of the Effectiveness of Three Visual Attention-Directing Devices on the Recall of Relevant Information from Line Drawings.

Pub Date Apr 75

Note—26p.; Paper presented at the Association for Educational Communications and Technology Annual Meeting (Dallas, Texas, April 13-17, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Attention Control, *Cues, Educational Research, Elementary Education, Grade 4, Illustrations, *Recall (Psychological), *Visual Learning

Identifiers—AECT 75

An experiment was conducted to ascertain the effectiveness of various attention-directing techniques in improving visual learning. One 1st and one 4th grade class from each of four elementary schools in Cedar Falls, Iowa were each divided into four treatment groups. Four cueing methods—a large arrow, a small arrow, a pointer, plus a control without visual indicators—were used with four different sets of line drawings. All treatment-drawing combinations were administered to each group through overhead projector transparencies. The pictures were presented with accompanying audiotaped information identifying each of the drawings and providing a description of one specific part of a drawing. After hearing the audio descriptions and observing the pictures and orienting arrows and pointers, subjects marked the indicated parts of corresponding drawings on their response sheets. Fourth graders did so well on the task that there was little variation in the treatment means. For the first graders, a significant difference in methods was found. In order of effectiveness the treatments were the pointer, the large and small arrows, then the auditory cueing alone. The line drawings were rank ordered by the level of difficulty they presented to respondents. A significant interaction of cueing methods and drawings was noted. (KB)

ED 130 641

IR 004 173

1977 Television; a Catalog of Instructional Courses and Related Material.

Agency for Instructional Television, Bloomington, Ind.

Pub Date 76

Note—112p.

Available from—Agency for Instructional Television, Box A, Bloomington, Indiana 47401 (free)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Catalogs, Course Descriptions, *Educational Television, Elementary Secondary Education, Inservice Teacher Education, Post Secondary Education, Telecourses

A catalog of instructional television courses was compiled by the Agency for Instructional Television, a nonprofit American-Canadian organization established to develop cooperative program projects and to distribute television and related print materials for use as major learning resources. Over 100 television courses are included for primary through postsecondary levels and for inservice teacher training. The courses are indexed by subject matter and grade level. A full-page description of each program includes a sample illustration, a short summary of the content and intent of the series, the price, the producer's name, plus a listing and description of each of the program reels. Course material in art, career development, communications, early childhood, foreign language, health and physical education, language arts, mathematics, music, safety, and science are listed for primary through senior high school levels. Postsecondary materials include television programs in communications, economics, foreign language, government, history, literature and composition, psychology, and sociology. Teacher training series concern communications, health, math, and special education. Some of the courses are available on both videocassette and film. Many of the programs have accompanying teacher guides. (KB)

ED 130 642

IR 004 174

Johnson, Kirk A.

The Effect of Test Trials on the Learning of Paired Adjectives.

Aerospace Medical Research Labs, Wright-Patterson AFB, Ohio.

Report No.—AMRL-TR-64-105; P-1710; T-171007

Pub Date Oct 64

Contract—AF-33(615)-1046; AF-33(657)-10234 Note—20p.; Prepared in part with the University of Cincinnati; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Students, Educational Research, Higher Education, Intermode Differences, *Paired Associate Learning, Prompting, *Teaching Machines

Three experiments were performed to extend the research using the Subject Matter Trainer (SMT), an early teaching machine. Various training modes were compared. In all three experiments, the subject's task was to learn adjective pairs. Experiment I used the anticipation method. A test slide was shown first with an adjective singled out at the top of the frame and a list of 20 potential response terms at the bottom. An answer slide was then presented with the correct response term underlined. Experiments II and III used a prompting method. Only the answer slides were shown during the learning trials. Four conditions were used in each experiment. In the "3L" condition subjects received three learning trials. In the "5L" condition they received five learning trials. In the "3LT" condition the subjects had alternating series of three learning and two test trials. In the "3LF" condition subjects experienced alternating series of three learning trials and two filler trials consisting of color and cartoon images requiring a rating of color intensity as the subject's response. The experiments varied as to the intertrial time interval and the time separating learning and retention series. In the learning series of each experiment, the "3LT" condition led to better learning than either "3L" or "3LF." The differences were not uniformly significant nor did they match in magnitude the differences reported in an earlier SMT study. No significant differences were found for the retention series. (KB)

ED 130 643

IR 004 175

Glaser, Robert And Others

An Evaluation of Multiple Tracks in a Linear Program.

Pittsburgh Univ., Pa.

Spons Agency—Aerospace Medical Research Labs, Wright-Patterson AFB, Ohio.

Report No.—AMRL-TR-64-108; P-1710; T-171007

Pub Date Oct 64

Contract—AF-33(616)-7175

Note—19p.; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adults, *Branching, Cues, Educational Research, *Linear Programming, *Programmed Instruction

Two experiments were performed to evaluate multitasking (branching) in a linear program. In experiment one, the multitasking consisted of providing additional cues at each frame for use by those students who felt unsure of their response. Results indicated no significant difference in efficiency between the regular linear program and the multitasking program. In experiment two, the multitasking consisted of large frames followed by more detailed frames whenever the student made an error. Large frames were developed by combining an average of three small frames. Again, the results indicated no difference in instructional efficiency between the regular linear program and the multitasking program. Although more errors were made on the large-step branching program, performance on criterion tests was as good as for the regular small-step linear program. Although branching seems a reasonable way to accommodate individual differences, the two methods attempted in this research did not show an advantage. More promising methods of branching might be (a) less frequent branches at critical points in the program, and (b) large-step frames followed by special remedial frames, rather than by mere repetition of parts of the original large frame. (Author)

ED 130 644

IR 004 176

Reynolds, James H. And Others

Learning Set Formation in Programmed Instruction.

Pittsburgh Univ., Pa.

Spons Agency—Aerospace Medical Research Labs, Wright-Patterson AFB, Ohio.

Report No.—AMRL-TR-64-114; P-1710-T-171007

Pub Date Nov 64

Contract—AF-33(616)-7175

Note—18p.; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Achievement, Educational Research, *Intelligence Quotient, Junior High School Students, *Programmed Instruction, Secondary Education

An experiment was conducted to test the interrelation of intelligence quotient (IQ) and achievement level with practice on programed learning materials. Two hypotheses were proposed: (1) learning performance of high IQ and high achievement level groups would be equivalent regardless of differences in amount of prior practice on a new learning task, and (2) performance would improve with practice for average intelligence and achievement groups. Some 120 junior high school students, who had never used programed learning materials, were divided into two groups matched on IQ test and achievement test scores. Three chapters from a linear program in general science were presented in alternate order to the two groups. Scores on the multiple choice chapter test given after the first chapter exposure for group one and after the third exposure for group two were compared. The difference in test scores for the high IQ and high achievement students was not significant. The difference was not significant for the average IQ groups but was significant for the average achievement groups. (KB)

ED 130 645

IR 004 184

Maier, Milton H. Jacobs, Paul I.

The Effects of Variations in a Self-Instructional Program on Instructional Outcomes. Research Bulletin.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-65-19

Pub Date Jun 65

Note—18p.; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Aptitude, Achievement, *Autoinstructional Programs, Educational Research, Elementary Education, Grade 6, Language Instruction, Programed Instruction, Second Language Learning, *Sequential Programs, Spanish, Student Attitudes

The effects of varying the sequence of frames in a self-instructional program on the instructional outcomes of achievement, interest in learning, and attitudes toward programed instruction were investigated. Thirty-nine 6th grade Spanish classes were randomly assigned to a program with an orderly progression or a scrambled order of frames. The students worked on the program for 30 minutes each week without any teacher-directed instruction. For none of the three outcomes did the mean levels differ significantly after one semester of instruction. In each group a high relationship was found between aptitude and achievement and between initial attitudes and interest in learning. Attitudes toward programed instruction were not consistently related to any other variables. The conclusion was that small variations in sequence exert little effect on outcomes. (KB)

ED 130 646

95

IR 004 185

Riegel, Klaus F. And Others

Translation of Restricted Associations into Sentences of the Natural Language. Analysis of Meaning with Restricted Association Tests Report Number 7.

Michigan Univ., Ann Arbor. Dept. of Psychology.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 30 Sep 65

Grant—NIMH-MH-07619

Note—44p.; Archival document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Associative Learning, College Students, Educational Research, Higher Education, *Sentences, Sentence Structure, Structural Linguistics

Four experiments were conducted on the interrelationship between semantic and syntactic structures. The former were specified by the method of restricted associations, and the latter by traditional grammatical analysis. In all experiments subjects were required to generate sentences from sets of given words. The generated sentences were studied as a function of (1) number of words given; (2) types of relations (free associations, restricted associations, or random words); (3) types of restrictions (Superordinates, Coordinates, Subordinates, Similar, Locations, Parts, Foregoing Words, or Following Words); (4) directions of relations (forward or backward); (5) strength of associations; (6) frequency of stimuli; (7) information given; and

(8) instructional sets (creative, common, or control sentences). With the exception of the stimulus frequency, all independent variables had differential effects upon the sentences. In general, sentences were longer and given words were less often used "correctly" for large sets of given words, random pairs, Similar, backward pairs, low strength associates, known relationships, and the creative condition. Numerous interactions also were significant. (Author/KB)

ED 130 647 IR 004 186

Gekoski, William L.

An Investigation of One-week Reliability of the Michigan Restricted Association Norms. Analysis of Meaning with Restricted Association Tests Report Number 5.

Michigan Univ., Ann Arbor. Dept. of Psychology. Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 20 Aug 65

Grant—NIMH-MH-07619-OIAI

Note—19p.; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Association Tests, College Students, Higher Education, *Reliability, *Test Reliability

Identifiers—*Michigan Restricted Association Norms

To test the reliability of four tasks of the Michigan Restricted Association Norms—Superordinates, Parts, Following Words, and Free Associations—30 subjects were asked to respond to 33 stimulus items under each of the four instructions and to perform identical tasks 7-14 days later. Comparisons of the intra-individual reliability and inter-individual response distributions were made between tasks, frequency of stimuli, and sessions. Distributions differed between tasks but not between stimulus frequencies or sessions. Reliability was highest for Superordinates, slightly lower for Free Associations and Parts, and lowest for Following Words. The absolute magnitude of reliability was regarded as sufficiently high though subject to purpose-specific evaluation. Attempts also were made to compare the differences in reliability with differences in the response distribution of the norms. For Restricted but not for Free Associations the strength of the primary responses in the Michigan Norms correlates with the reliability coefficients. (KB)

ED 130 648 95 IR 004 187

Jones, Lyle V. Wepman, Joseph M.

Grammatical Indicators of Speaking Style in Normal and Aphasic Speakers. Number 46.

North Carolina Univ., Chapel Hill. L.L. Thurstone Psychometric Lab.

Spons Agency—Public Health Service (DHEW), Arlington, Va.

Pub Date Dec 65

Grant—PHS-M-1876; PHS-M10006

Note—24p.; Paper presented at the Verbal Behavior Conference (New York, N.Y., September 15-18, 1965); Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Aphasia, Classification, Individual Characteristics, Language Handicapped, Language Patterns, Speech, Speech Evaluation, Speech Handicapped, *Speech Tests

To establish normative standards against which to contrast the speaking performance of aphasia patients, a sample of 54 adults representing a broad range of age and education were administered the picture cards of the Thematic Apperception Test to stimulate speech. The stories thus elicited were tape recorded. Each word spoken was grammatically classified. The data demonstrated the existence of highly consistent individual differences among normal speakers in the relative frequency with which they used various grammatical classes. By factor analysis six dimensions of individual difference were defined. A group of 24 aphasia patients also responded to the pictures. Analysis of their speech suggested that grammatical class usage and the dimensions represented by the factors "descriptive specificity" and "richness of vocabulary" were appropriate measures for differentiating speech of aphasia patients, as well as normals, and for characterizing change over time in recovering aphasia patients. (KB)

ED 130 649 IR 004 188

Clark, Herbert H. Shepard, R. N.

The Prediction of Recall Patterns in Simple Active Sentences.

Bell Telephone Labs., Inc., Murray Hill, N.J.

Report No.—MM-65-1221-5

Pub Date 11 May 65

Note—22p.; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Research, Females, High School Students, *Prediction, *Recall (Psychological), Secondary Education, *Sentences, Verbal Learning

An experiment was conducted to determine if the structure of a stimulus sentence—as evidenced in the recall pattern of the sentence—could be predicted from information contained in the sentence associations it elicited. Sentence associations to 20 simple sentences were collected from a group of subjects. The free recall of the same 20 sentences then was required of a second group of subjects. The variability within the sets of associations given by the first group was then correlated with the probability of correct recall of the sentences by the second group. The recall pattern of sentences grammatically equivalent to "The small boy hit the ball" was highly predictable from the sentence associations. The mean recall probabilities of the modifier, actor, verb, and object correlated highly with the mean variation of respective associated sentence modifiers, actors, verbs, and objects. In the generalized sentence the actor was the best recalled element and had the least variability in the set of sentence associations. The verb was the least recalled and exhibited the most variability. Element recall intercorrelations showed the modifier and actor were closely correlated as were the verb and object. (KB)

ED 130 650 IR 004 190

Jacobs, James N. And Others

An Evaluation of Programed Instruction for Teaching Facts and Concepts. Final Report, April 1964-August 1965.

Aerospace Medical Research Labs, Wright-Patterson AFB, Ohio.; Cincinnati Public Schools, Ohio. Dept. of Research and Development.

Report No.—AMRL-TR-65-222

Pub Date Dec 65

Contract—AF-33(657)-10234

Note—31p.; Archival document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Ability, American History, *Concept Teaching, Grade 11, *Homework, Intermed Differences, Lecture, *Programed Instruction, Programed Materials, Programed Texts, Program Evaluation, Secondary Education

Five methods of teaching the Bill of Rights to high school students were compared: (1) linear programed instruction used in school, (2) linear programed material used as homework plus discussion in class, (3) a textbook format presentation of the linear program used in class, (4) the text version of the program used as homework plus discussion in class, and (5) a conventional lecture-discussion method. Sixty 11th-grade American History classes were divided among the five treatments. Equal numbers of high, medium, and low scholastic ability groups received each treatment during three consecutive 55-minute history classes. Information and concept tests were administered immediately after the instruction period and again six weeks later. The linear program provided the best results for all scholastic aptitudes when measured for the learning of both factual material and general concepts. Students who participated in discussions in class and did the programed material as homework did no better than those students who used the linear program only in class. (KB)

ED 130 651 IR 004 191

Bush, Wilma Jo And Others

Some Interactions Between Individual Differences and Modes of Instruction. Final Report, January 1964-March 1965.

Aerospace Medical Research Labs, Wright-Patterson AFB, Ohio.

Report No.—AMRL-TR-65-228

Pub Date Dec 65

Contract—AF-33(615)-1460

Note—18p.; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Ability, Individual Characteristics, Instructional Films, *Intermed Differences, *Learning Characteristics, Media Research, Military Training, Phonotape Recordings, Programed Instruction, Teaching Machines

The relationship between patterns of learning ability and the amount learned under different instructional conditions was studied. Scores for

each of 44 Air Force trainees were obtained on several standardized tests of achievement and ability. Each subject then participated and was tested in five learning situations: (1) listening to taped presentations, (2) watching an animated film, (3) reading and working through programed instruction books, (4) manipulating laboratory equipment with a teaching machine presentation, and (5) using another teaching machine with a programed presentation. Differences between scores on associated ability tests were correlated with the difference in gain scores in the various learning situations. Students with relative strength on the Reading Vocabulary subtest of the California Achievement Test were superior to students with relative strength on the Mathematics Fundamentals subtest in learning in highly verbal instructional conditions. Students with relative strength in Mathematics Fundamentals learned more efficiently in laboratory-like situations than students who scored well in Reading Vocabulary. No comparable patterns were revealed with the Verbal and Performance Scales from the Weschler Adult Intelligence Test or the Administrative and Mechanical Scales for the Airman Qualifying Examination. (KB)

ED 130 652 95 IR 004 192

Rapoport, Amnon

A Comparison of Two Tree Construction Methods for Obtaining Proximity Measures among Words. Number 47.

North Carolina Univ., Chapel Hill. L.L. Thurstone Psychometric Lab.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.

Pub Date Jan 66

Grant—NIH-MH-10006; NSF-GS-82

Note—26p.; Archival document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Students, *Comparative Analysis, Higher Education, Males, *Paired Associate Learning, Structural Analysis, *Teaching Methods

The prediction that two different methods of constructing linear, tree graphs will yield the same formal structure of semantic space and measurement of word proximity was tested by comparing the distribution of node degree, the distribution of the number of pairs of nodes connected by times, and the distribution of adjective degree in trees constructed by the alternate methods. Fourteen male college students were each asked to construct two tree graphs from a list of 24 adjectives. For the first tree, the subject selected a pair of similar adjectives from the list and connected them with a line. He then sequentially connected the remaining adjectives to the pair according to their degree of similarity. Using the second method, subjects sequentially added single adjectives to the original pair, as in the first method, or started a new tree with a new similar pair or connected two trees together until all 24 adjectives were connected. Comparison of the formal structural distributions investigated showed no difference between the two methods. The methods did differ, however, with respect to their ability to yield the true ordering of the strength of association between paired adjectives. (KB)

ED 130 653 95 IR 004 193

Merrill, M. David Stolurow, Lawrence M.

Preview vs. Review in Learning an Imaginary Science. Technical Report No. 9.

Illinois Univ., Urbana. Training Research Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 66

Contract—OEC-4-20-002

Note—20p.; Paper presented at the American Educational Research Association Annual Meeting (50th, Chicago, Illinois, February 16-19, 1966); Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Students, Educational Research, Higher Education, *Intermed Differences, Males, *Programed Instruction, *Time Factors (Learning)

An experiment testing the effectiveness of various types of programed instruction employed the following format variables: (1) hierarchical summaries presented prior to the problems, (2) summary statements presented after and relevant to each missed problem, and (3) step-by-step problem solving procedures presented after and

relevant to each missed problem. Seventy-one male college freshmen were divided into aptitude categories on the basis of SCAT math and verbal scores. Subjects in each aptitude category then were randomly assigned to treatment and control conditions by which they were taught imaginary science skills. Receiving the summary prior to the problem did not cause subjects to take significantly more time than when the summary was not presented, but did increase their number of correct responses during learning and on test questions. Receiving the summary statements following incorrect responses did take subjects more time than not receiving this summary, and did not significantly increase correct responses during learning or on the test. The presentation of a step-by-step solution following each incorrect answer took more time but increased the number of correct responses during learning and on the test. (KB)

ED 130 654

IR 004 194

Woods, Robert H. And Others

An Instructional Program on Operation of the Tektronix 545A Oscilloscope. Final Report, February 1964-December 1965.

Applied Science Associates, Inc., Valencia, Pa. Spons Agency—Aerospace Medical Research Labs, Wright-Patterson AFB, Ohio.

Report No.—AMRL-TR-66-81

Pub Date Jun 66

Contract—AF-33(615)-1414

Note—190p.; Archival document

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Educational Programs, *Equipment Maintenance, Programmed Instruction, *Programmed Texts, Technical Education

Identifiers—Tektronix Oscilloscope

A 368-frame programmed instruction course in the operation of the Tektronix 545A Oscilloscope, together with a response booklet and an administrator's manual, is contained in the report. The oscilloscope operations taught in the program are: preset and calibration, voltage measurement, frequency measurement, comparison of waveshape to waveshape, and standard and high accuracy time-base measurements and comparisons. These operations reflect a behavioral analysis of maintenance usage of this test equipment in conjunction with electronic communications equipment. The appendix contains technical information for building a small signal generator for use with the program. (Author/KB)

ED 130 655

IR 004 197

Werdelin, I.

On the Quality of the Educational System as Seen from the Point of View of Educational Statistics. Didaktometry No. 9.

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Pub Date Apr 66

Note—13p.; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Development, *Educational Economics, *Educational Planning, *Quality Control

An educational system should attempt to provide four services: (1) skill acquisition for students, (2) competent citizens for society, (3) a balance between the supply and demand for educated persons, and (4) maximum quality education at minimal cost. Since performance in school is often used as a screening device in career choice, care should be taken to ensure that testing is fair and scientific. The need for trained personnel can be assessed using two approaches, manpower planning and demand-for-places. A measure of efficiency can be derived by comparing total years of studies and resources expended with outcomes of the system. This article contains a brief discussion of the criteria for assessing quality education, including an appendix on measuring wastage in education. (EMH)

ED 130 656

IR 004 198

Holmberg, I.

A Combination of Programmed Instruction and Teacher-Supervised Small Group Instruction Compared with Conventional Classroom Method. Didaktometry No. 10.

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Pub Date Jun 66

Note—17p.; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement, Classroom Research, Conventional Instruction, *Grade 7, *Programmed Instruction, Reading Ability, Secondary Education, *Small Group Instruction, Teaching Methods

A study compared pupil reactions to instruction in arithmetic by conventional methods and by programmed instruction supplemented by teacher-supervised small group instruction. Subjects were 7th graders from two classes in Malmö, Sweden. Pre- and posttests and bimonthly observations were used to monitor arithmetic achievement, reading ability, classroom behavior, work habits, and attitudes. Results showed no significant difference in achievement or preferences of subjects, but the programmed instruction group showed greater improvement in reading instructions and in laboratory behavior. A description of experimental design and tabular summaries of results are provided. (EMH)

ED 130 657

IR 004 199

Björstedt, Ake

Notes on Programmed Instruction in Sweden. Didaktometry No. 5, Revised Edition.

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Pub Date Jun 66

Note—17p.; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bibliographies, Directories, *Programmed Instruction, *Research and Development Centers

Identifiers—Sweden

This revised and enlarged second edition gives notes on research and development activities related to programmed instruction in Sweden. The notes include: (1) lists of research departments and publishers; (2) names and addresses of contact persons; (3) a list of programmed study material; (4) bibliographies of books, articles, and research reports; and (5) notes on Swedish terminology. (Author/EMH)

ED 130 658

IR 004 200

Björstedt, Ake

Programmed Instruction: A Selective Bibliographic Guide. Didaktometry No. 3, Revised Edition.

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Pub Date Nov 66

Note—23p.; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bibliographies, Films, Filmstrips, *Programmed Instruction

Resources related to programmed instruction are listed in three major areas: (1) survey publications, including films and filmstrips; (2) collections of articles and journals of continuous interest; and (3) special topic publications relating to the theory, research, and production techniques which provide the foundation for programmed instruction. Entries within each area are listed alphabetically by author, and each includes title, publisher, and date of publication. For some categories, brief explanatory comments are provided. (EMH)

ED 130 659

IR 004 201

Björstedt, Ake

The Terminology of Programmed Instruction: A Selective List. Didaktometry No. 13.

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Pub Date Nov 66

Note—15p.; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Glossaries, *Programmed Instruction

Definitions are provided for terms used by Swedish researchers and programmers in the area of programmed instruction. Some 60 definitions are given, many of them including references to additional information. (EMH)

ED 130 660

95

IR 004 202

Zivian, Marilyn T.

Work Identification as a Function of Semantic Clues and Association Strength. Analysis of Meaning with Restricted Association Tests, Report Number 12.

Michigan Univ., Ann Arbor. Dept. of Psychology. Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 20 Dec 66

Grant—NIH-MH-07619

Note—23p.; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Associative Learning, College Students, *Cues, Educational Research, Higher Education, Semantics

To examine the relationship between words that pinpoint or help to define other words, an experiment was designed which reversed the procedure used in collecting the Michigan Restricted Associated Norms. The Michigan procedure used stimulus words to elicit responses. These responses were used as clue words to determine their power to stimulate the target words. Some 36 university students were randomly assigned to one of three experimental groups. Subjects in two groups were given either all infralogical or all logical clues, and the third group received mixed clues. Clue words were selected in six different categories of associations: (1) superordinate, (2) subordinate, (3) similar, (4) location, (5) part, and (6) preceding. Results showed the power of clue words varied according to association strength, number of clues, type of clue, size of respondent set, and reaction time. This report describes in detail experimental procedures and provides a summary of results. (EMH)

ED 130 661

IR 004 203

Groppe, George L.

Techniques for Programming Visual Demonstrations.

Pub Date 66

Note—9p.; Paper presented at the National Society for Programmed Instruction Annual Meeting (St. Louis, Missouri, 1966); Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Concept Teaching, Cues, Educational Research, Grade 7, *Programmed Instruction, Secondary Education, *Visual Learning

Visual demonstrations may be used as part of programs to deliver both content objectives and process objectives. Research has shown that learning of concepts is easier, more accurate, and more broadly applied when it is accompanied by visual examples. The visual examples supporting content learning should emphasize both discrimination and generalization skills. However, when procedural objectives are being taught, visual examples should emphasize the discrimination of appropriate parts and procedures and the chaining of responses. Discrimination in concept learning involves a decision as to whether a given situation belongs to a certain class of events, whereas discrimination in procedural learning involves identification skills. These distinctions imply differences in the format of visual demonstration used to support different learning objectives. In both cases, the presentation should guarantee that subjects attend and observe and that subject responses are contingent upon the observations that have been made. (EMH)

ED 130 662

IR 004 204

Brown, James W. And Others

AV Instruction; Technology, Media, and Methods. Fifth Edition.

Pub Date 76

Note—498p.; For a related document see IR 004 205

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, N.Y. 10020 (ISBN-0-07-008165-4; \$15.95)

Document Not Available from EDRS.

Descriptors—Audio Equipment, *Audiovisual Aids, Audiovisual Communication, *Audiovisual Instruction, Educational Games, Educational Television, Futures (of Society), Individualized Instruction, Instructional Films, Material Development, Microforms, Multimedia Instruction, Photographs, Production Techniques, Simulation, Systems Approach, *Textbooks, Visual Aids

This textbook provides an overview of media used for instruction and communication. Chapters cover the following subject areas: (1) media and the systematic approach to teaching and learning; (2) media and individualized learning; (3) the community as a learning center; (4) choosing, using, and producing media; (5) displaying, and some fundamentals of visual communication; (6) graphic materials; (7) transparencies and overhead projection; (8) photography; (9) still pictures; (10) audio materials; (11) motion pictures, films, and video; (12) television; (13) realia, models, and demonstrations; (14) games, simulations, and informal dramatizations; (15) free and inexpensive materials; and (16) print, multimedia, and microforms. Reference sections

also provide technical information on the following: (1) operating audiovisual equipment, (2) duplicating processes, (3) photographic equipment and techniques, (4) physical facilities, (5) classified directory of sources, and (6) references—print and audiovisual. (EMH)

ED 130 663 IR 004 205
Brown, James W., Ed. Lewis, Richard B., Ed.
AV Instructional Technology Manual for Independent Study, Fifth Edition.

Pub Date 76
Note—184p.; For a related document see IR 004 204

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, N.Y. 10020 (ISBN-0-07-008170-0; \$7.95)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Audiovisual Communication, Audiovisual Instruction, *Independent Study, Instructional Media, Manuals, Material Development, Production Techniques

The classroom teacher is provided with a series of exercises to develop skills in three broad areas of audiovisual technology: (1) creating instructional materials—including exercises emphasizing lettering, display boards, chalk boards, graphs, laminating, duplicating, transparencies, audio tapes, visual literacy sequences, multimedia presentations, film, videotape, and independent study packages; (2) selecting and using ready-made resources—including media centers, textbooks, reference materials, flat pictures, community resources and field trips, recordings, film and videotape, filmstrips, programmed materials, games and simulations, maps and globes, broadcast television, and multimedia kits; and (3) equipment operation—including record players, recorders, projectors, and videotape equipment. Each exercise includes a statement of rationale, references to background readings in a supplementary text, objectives, a list of required equipment, and an assignment. Performance checklists and formats for projected media also are provided. (EMH)

ED 130 664 IR 004 210
Wehmeyer, Lillian Biermann
The School Librarian as Educator. Library Science Text Series.

Pub Date 30 Oct 76
Note—266p.
Available from—Libraries Unlimited, Inc., P.O. Box 263, Littleton, Colorado 80120 (ISBN-0-87287-165-7; \$11.50)

Document Not Available from EDRS.

Descriptors—Educational Games, Educational Theories, Guides, Independent Study, Instructional Materials Centers, *Librarians, *Library Instruction, *Library Role, Library Skills, *Media Specialists, Motivation Techniques, *School Libraries

Basic orientation to educational theory and research is provided to further the teaching role of the school librarian. This liberally-illustrated handbook also includes instructions for a variety of games and other motivational devices. Principles of motivation theory outlined in Chapter 2 are given immediate practical application in Chapters 3-5, in which a number of sample thematic boxes and story games are presented. Chapter 6 discusses the central theme of the book, adaptive education, and depicts the school library's limitless potential for meeting individual needs of learners. Succeeding chapters re-evaluate the library skills instruction and suggest ways in which these may be taught within the framework of adaptive education. Independent study is discussed and a complete sample independent study unit is included. Other chapters cover reading research, library discipline, the library environment, and library management. Selected further readings on key topics of the book are listed. (Author/PF)

ED 130 665 IR 004 213
Avram, Henriette D.
The Library of Congress: Toward the 21st Century; a Reexamination and Redirection.

Library of Congress, Washington, D.C.
Pub Date Jul 76
Note—14p.; Paper presented at the American Library Association Annual Conference (95th, Chicago, Illinois, July 18-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cataloging, *Library Automation, *Library Networks, Library Research, Library Services, *National Libraries, On Line Systems, Serials

Identifiers—ALA 76, CONSER, Conversion of Serials, *Library of Congress, Machine Readable Cataloging, MARC

The national bibliographic services currently provided by the Library of Congress (LC) include the Machine-Readable Cataloging (MARC) service, LC's Automated Process Information File System, and the Library of Congress Subject Headings. Cooperative projects involving LC include COMARC (Cooperative MARC), a national bibliographic data base for book-form material, and CONSER (Conversion of Serials), a national serials data base. The role of LC in the evolving national network is being coordinated by its Network Development Office. Major activities underway in this office include: (1) coordinating and planning with other segments of the library community; (2) various research projects; and (3) exploration into the resources required to make LC on-line services available outside of LC. (PF)

ED 130 666 52 IR 004 214
Drew, Sally J., Ed.

Interlibrary Cooperation; a Wisconsin Plan. Report of the Task Force on Interlibrary Cooperation and Resource Sharing. Bulletin No. 7069.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76
Note—149p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Communications, Financial Support, Information Retrieval, Interlibrary Loans, Legal Problems, Libraries, *Library Cooperation, Library Networks, Library Research, Library Services, *Library Surveys, *Statewide Planning

Identifiers—*Multitype Library Cooperation, *Wisconsin

The objectives of the Wisconsin Task Force on Interlibrary Cooperation and Resource Sharing included gathering information on the current status and apparent trends in interlibrary cooperation and resource sharing in Wisconsin and elsewhere, identifying gaps and problems to be dealt with in planning, and making recommendations for future developments. Barriers to cooperation identified included legal problems, lack of funds, inconsistent planning, and inadequate communication. It was decided that the cooperative structure must include participation by all types of libraries in the state and it must clearly define the role of each participant. Data were gathered on existing library collections, clientele, participation in cooperative activities, use of computerized information retrieval, and communication systems. Principles of library service basic to interlibrary cooperation were identified, and a cooperative structure for the state, regional, and local levels was recommended. Appendixes include lists of task force members and current cooperative organizations, results of research projects carried out by the task force, and a 16-item bibliography. (PF)

ED 130 667 IR 004 215
University of Waterloo Library Report on the Circulation System.

Waterloo Univ. (Ontario). Dana Porter Arts Library.

Pub Date 5 Apr 76
Note—77p.

Available from—Dana Porter Arts Library, University of Waterloo, Waterloo, Ontario N2L 3G1, Canada

Document Not Available from EDRS.

Descriptors—Information Services, Library Administration, *Library Automation, *Library Circulation, Management Information Systems, Optical Scanners, Tables (Data), *University Libraries

Identifiers—Ontario (Waterloo), University of Waterloo

The circulation system of the University of Waterloo (Ontario) Library is analyzed. The analysis includes the environment in which the circulation system must function, general objectives and functional requirements of the system, and a description and evaluation of the existing system. Both the automated and manual elements

of the circulation system are covered. Major problems are reported in the timeliness, design, and information services of the present system. Replacement of this system with one acquired from an external source is recommended. The new system, to be running by September 1977, should: (1) be self-contained, (2) use optical scanning technology, (3) be capable of being implemented in stages, and (4) have potential for growth. Data tables and a 15-item bibliography are appended. (PF)

ED 130 668 IR 004 216
Hoffman, Herbert H.

Descriptive Cataloging in a New Light; Polemical Chapters for Librarians.

Pub Date 76
Note—171p.

Available from—The Rayline Company, 1413 East Edinger, Santa Ana, California 92705 (\$4.00)

Document Not Available from EDRS.

Descriptors—Books, *Cataloging, Catalogs, Information Sources, *Library Materials, *Library Science, *Subject Index Terms, Vocabulary
Identifiers—Anglo American Cataloging Rules, *Descriptive Cataloging

In this new approach to descriptive cataloging, all publication sources without exceptions, from books to records, tapes, cassettes, magazines, series, and filmstrips, are shown to consist of works contained in books that come in sets. The dicta that the author entry is synonymous with main entry and that the unit card is an author card are shown to be false. Contradicting the notion that only periodical title main entries are typed in hanging indentation, it is demonstrated that all catalog cards are typed in hanging indentation. The description principle, a new cataloging principle based on the structure of information sources, is introduced. The concept of entry is simplified: there are two entry principles that apply without exceptions. Added entries are shown in their full complexity as intrinsic or relational, connective or analytical, work analytic or book analytic. The term "subject heading" is shown to be inadequate to designate the complex of categorical headings. (Author/PF)

ED 130 669 IR 004 217
Library Networking in the West: The Next Three Years. A Working Paper Describing Goals and Tasks to which Western Library Organizations are Committed to Foster Interstate Resource Sharing. Fifth Draft.

Western Interstate Library Coordinating Organization, Boulder, Colo.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date 22 Sep 76
Note—20p.

Available from—WILCO, WICHE, P.O. Drawer P, Boulder, Colorado 80302

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bibliographies, Cataloging, *Interstate Programs, Libraries, *Library Automation, *Library Cooperation, *Library Networks, State Libraries, Telecommunication

Identifiers—*Western Interstate Library Coordinating Org. WILCO

Major goals and tasks for the next three years are listed in this draft concept and guide for fostering development of library resource sharing in the Western United States and Canada. Major concepts, such as bibliographic utility and service center, are defined and 24 underlying assumptions regarding the environment for networking are set forth. Among the eight goals discussed are: (1) improving the effectiveness of the organizations contributing to the development of regional and national resource sharing systems; and (2) designing and developing a prototype telecommunications network that interconnects the bibliographic utilities, service centers, and libraries. Strategies to accomplish the goals are given along with specific tasks to be accomplished by the Western Interstate Library Coordinating Organization (WILCO), by the Western Council of State Librarians, and by other organizations. (PF)

ED 130 670 IR 004 218
Fischer, Denise Reineke

A Study of the Library Skills Instruction of Entering Freshmen to St. Francis Seminary High School.

Pub Date Jul 76

Note—53p.; Master's Thesis, Xavier University; portions of the Appendix may not reproduce well

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Elementary Education, Elementary Schools, Grade 9, *High School Students, *Library Instruction, *Library Skills, Masters Theses, Middle Schools

Identifiers—*Saint Francis Seminary High School

Using a 40-student sample from the entering freshmen class of St. Francis Seminary High School in Cincinnati, Ohio, the library skills instruction in elementary and secondary schools was evaluated. A questionnaire was sent to 61 schools previously attended by the students in the sample to gather information on their library instruction programs. The subjects were given a reading test and a library skills test early in the term prior to any library instruction. No significant difference could be determined between the library skills of students who had received formal library instruction and those who were trained informally, although it was shown that formally-trained students scored higher in some areas. Because of the general lack of library skills, formal training at the secondary level was recommended. A 33-item bibliography and the questionnaires and quizzes used in the study are appended. (PF)

ED 130 671 IR 004 220

Dalton, Phyllis I.

Cooperative Countywide Library Service, Washington County, Oregon.

Spons Agency—Beaverton Office of the City Manager, Oreg.; Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources; Oregon State Library, Salem.

Pub Date 75

Note—77p.

Available from—City Manager, City of Beaverton, 4950 S.W. Hall Blvd., Beaverton, Oregon 97005

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Bookmobiles, Budgets, *County Libraries, County Programs, Demography, Libraries, *Library Cooperation, *Library Services, School Libraries

Identifiers—*Oregon (Washington County)

Guidelines for the development of library service in Washington County, Oregon, are provided in this report. The demographic characteristics of Washington County are discussed briefly with emphasis on the approximately 125,000 people without direct access to library service. A comprehensive plan for cooperative countywide library service is proposed. The plan includes provisions for legal and financial support necessary to develop and sustain the service. Proposed programs include: (1) books by mail; (2) courier service; (3) countywide borrowing privileges for all county residents; (4) information, reference, and research service; (5) film service; (6) cassette service; and (7) bookmobile service. A schedule for implementation of the plan and a proposed budget are provided. Over 100 references are listed. (PF)

ED 130 672 IR 004 221

Moore, Gaylan Stenstrom, Ralph

A Study of Library Service in the Lewis and Clark Region of North Dakota.

North Dakota State Library Commission, Bismarck.

Pub Date Sep 76

Note—195p.; Prepared by the Lewis and Clark 1805 Regional Council

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Bookmobiles, County Libraries, Demography, High School Students, Information Needs, Information Sources, Libraries, Library Collections, *Library Services, *Library Surveys, *Public Libraries, Regional Libraries, Rural Areas, Tables (Data), Use Studies

Identifiers—Lewis and Clark 1805 Regional Council, *North Dakota

A review of demographic characteristics of the Lewis and Clark region of North Dakota indicated several obstacles to improved library service, including a large number of rural residents, a wide variety of people, and expected large scale development. Review of current library resources in the region showed that outside of Bismarck and Mandan they are uneven and inadequate. As part of this study a mail survey of a sample of households, a survey of users of the 12 libraries,

and a survey of students in selected high schools were conducted. Conclusions reached from these surveys included the following: (1) for most persons in the region the library is not a primary information source; (2) the public library is unused by 75% of the people and used intensively by 10%; (3) ages of primary library users are 15-19 and 25-30; (4) educational level and library use are related; (5) professionals, housewives, and students are the most active library users; and (6) traditional library services are those most desired by respondents. Further study of information needs and library use in the area was recommended, along with improved legal and physical library access for all residents of the region and regional planning for cooperative library service. (PF)

ED 130 673 IR 004 222

Anglo-American Cataloging Rules, North American Text, Chapter 14, Revised, Sound Recordings.

American Library Association, Chicago, Ill.

Pub Date 76

Note—13p.

Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 (ISBN-0-8389-3184-7; \$1.00)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Cataloging, Magnetic Tape Cassettes, *Phonograph Records, *Phototape Recordings

Identifiers—*Anglo American Cataloging Rules

These rules provide techniques for cataloging the various types of aural records: discs, cartridges, cassettes, cylinders, etc. They provide only the additions and exceptions that must be made to the rules in Chapters 1, 6, and 13 of the Anglo-American Cataloging Rules, including the provision of all the technical specifications necessary to enable a prospective user to know whether or not the recording can be reproduced on an instrument available to him. The rules are listed in outline form with examples. (Author/PF)

ED 130 674 IR 004 228

Bourne, Charles P.

Institute of Library Research, University of California, Berkeley, Annual Report, July 1975 to June 1976.

California Univ., Berkeley, Inst. of Library Research.

Report No.—ILR-7601

Pub Date 76

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Annual Reports, Catalogs, Computer Oriented Programs, Data Bases, Information Services, *Library Education, *Library Research, On Line Systems

Identifiers—*Institute of Library Research, University of California

Research programs of the University of California (UC) Institute of Library Research (ILR) for the period July 1975 to June 1976 included: (1) error analysis of the UC Union Catalog Supplement (UCUCS), (2) error analysis of on-line bibliographic data bases, (3) planning data for UCUCS-2 conversion planning, and (4) document delivery support for the UC selective dissemination of information system. Aid to instructional programs included participation of ILR staff in classroom instruction, provision of computer service and support to faculty and students, and development and testing of instructional materials. Computer services and information services of various kinds were also provided to the UC community and to other groups. (PF)

ED 130 675 IR 004 223

Ironsides, Diana J.

Counseling and Information Services for Adult Learners in North America, Educational Documentation and Information.

International Bureau of Education, Geneva (Switzerland).

Pub Date 76

Note—67p.

Available from—UNIPUB, Inc., P.O. Box 433, Murray Hill Station, New York, N.Y. 10016 (ISSN-0303-3899; \$10.00 for 4 issues a year)

Journal Cit—Bulletin of the International Bureau of Education; n198/99 1st/2nd quarter 1976

Document Not Available from EDRS.

Descriptors—*Adult Counseling, *Adult Education, Annotated Bibliographies, Counseling Programs, *Counseling Services, Counselors,

Information Seeking, *Information Services, Instructional Media, Libraries, Vocational Counseling

Some 286 items relating to counseling and information services for adult learners in North America are cited, and abstracts are given for 144 of them considered most significant. Trends and issues revealed by the literature are discussed in an introductory section. Citations with and without abstracts are listed together under the following subject divisions: (1) counseling and testing programs; (2) counselors, counseling relationship, and learner needs; (3) vocational and career counseling; (4) information use and dissemination; (5) information-seeking behavior and activities; (6) information/counseling services to special learner groups; (7) nontraditional forms of learning; and (8) adult education context, issues, and projects. A substantial portion of the items cited were found in the data base of the Educational Resources Information Center (ERIC); ED numbers are given for these. There is an author index. (PF)

ED 130 676 IR 004 255

Machalaw, Robert

A Classification System and Manual for Placement Office Libraries.

Pub Date 76

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Classification, *Educational Opportunities, *Job Placement, Manuals, Occupational Guidance, *Occupational Information, Occupations, Special Libraries, Student Placement

Identifiers—*Placement Office Libraries

A classification scheme is given for materials related to occupational and educational opportunities collected by the Rutgers College Placement Office Library. The scheme assigns a four digit number to each item. The first digit designates which of the library's general areas the material covers: general, occupational, educational, or one of the special areas to be designated in the future. The second and third digits broadly and then more specifically define the educational areas dealt with or assumed as the background for the occupation covered. The fourth digit indicates geographic location. The classes are listed and defined, provisions for expansion are indicated, and class numbers are given for 74 occupations. (PF)

ED 130 677 IR 004 256

Bajema, Bruce D.

The New Technology and/or Uses of Old Technology.

Pub Date Jul 76

Note—11p.; Paper presented at the American Library Association Annual Conference (95th, Chicago, Illinois, July 18-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Building Design, Catalogs, Electrical Systems, Heat, Illumination Levels, *Library Automation, *Library Equipment, *Library Facilities, Library Networks, *Library Planning, Lighting Design, Microform Reader Printers, Microforms, Physical Design Needs, Technological Advancement, Video Equipment

Identifiers—ALA 76

Existing technologies that may have to be accommodated in libraries of the future include: microform catalogs, on-line catalogs, automated circulation systems, automated acquisition systems, video equipment, on-line reference services, facsimile transmission devices, microform reader-printers, and on-line cataloging terminals. Most of these devices and activities will require increased space in the library's public service areas, staff work areas, and mechanical areas. Major problems to be considered include: (1) heat generated by the devices, (2) requirements for special lighting conditions, (3) noise caused by the devices, (4) the need for plentiful electrical lines and outlets, and (5) special space needed for large transformers for computers and for telephone company equipment. (PF)

ED 130 678 IR 004 258

Buckingham, Betty Jo

Selection Bibliography: a Bibliography of Selection Sources for School Library Media Centers. Third Edition.

Iowa State Dept. of Public Instruction, Des Moines, Educational Media Section.

Pub Date 76

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, Bibliographies, Instructional Materials, *Instructional Materials Centers, *Instructional Media, *Library Material Selection, *Media Selection, Resource Centers, *School Libraries
This annotated bibliography surveys current selection and finding sources for print and non-print materials. It is designed as a source of collection building information for school media centers and school learning resource centers. Reviews, finding lists, and bibliographies covering preschool through college level materials are included. Books, recordings, films, and other media are covered. Subject index and publisher directory are provided. (KVR)

ED 130 679 95 IR 004 262

Van Rossem, Karen, Comp.

An Alerting Service Bibliography on Libraries and Media. Number Eight.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 76

Contract—NIE-C-74-0027

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, Bibliographies, Childrens Literature, *Instructional Media, *Libraries, Reference Books

This annotated bibliography lists books sent to the ERIC Clearinghouse on Information Resources which were not applicable for inclusion in "Resources in Education." Entries include recent reference books, studies of children's literature, and guides to audiovisual materials. (Author)

ED 130 680 95 IR 004 266

Fradkin, Bernard

A Review of Multiple Image Presentation Research.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Contract—NIE-C-74-0027

Note—71p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Annotated Bibliographies, *Media Research, *Multimedia Instruction, *Multisensory Learning, Pictorial Stimuli, *Research Reviews (Publications), Visual Learning
Identifiers—*Multiple Image Presentations

The multiple image presentation format investigated in this research review refers in most cases to the use of more than one image, with or without audio synchronization, on a single screen or multiple screens, with slides or any appropriate media mix to accomplish a predetermined learning task. Studies reviewed are divided into three categories: (1) general studies, including historical studies, studies of perceptual readiness or literacy related to multiple image communication, and reviews of other studies; (2) experimental studies—those concerned with the constructs related to the design, format, information density, and redundancy of a multiple image learning message; and (3) utilization studies—those that test the multiple image presentation mode to determine its effectiveness as a means of instruction. Within each of the categories, reviews are arranged alphabetically by the last name of the author of the study or article. A complete citation is given, including ordering information or journal citation. A summary draws some conclusions and raises some questions about multiple image research. A subject index and instructions for ordering Educational Resources Information Center (ERIC) documents conclude the paper. (PF)

JC

ED 130 681

JC 760 557

Landry, Norman Shively, Sheila

A Strategy for Planned Change in the Classroom by Data Feedback and Problem-Solving Intervention.

Pub Date 75

Note—57p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Change Strategies, *Classroom Environment, Community Colleges, Feedback, Group Dynamics, Individual Development, *Junior Colleges, Peer Relationship, *Personal Growth, Problem Solving, Questionnaires, Student Attitudes, *Teacher Developed Materials

The development and implementation of a written instructional strategy for planned change leading to the integration of the personal growth dimension and the intellectual growth dimension in the classroom is described in this paper. The strategy, based on intervention by data survey feedback and problem solving, was utilized with five freshman classes at Northern Essex Community College (Massachusetts). The survey administration format was varied with each class, but the intent of each was to elicit responses from students regarding their perceptions of the classroom situation, particularly as they related to individual rationale for class attendance, class purpose, interaction with peers, and class environment. Subsequently, survey data were tabulated and results communicated to students. The data feedback was used as an intervention vehicle to engage students in discussion about specific aspects of classroom environment and to discuss and demonstrate problem-solving techniques for effecting change in the classroom. This instructional unit was designed to enhance development of student personal growth opportunities in the college setting; however, it was found that such opportunities are not often expected by students. Instructional materials for the strategy and the survey instrument are appended. (Author/JDS)

ED 130 682 JC 760 558

Kitt, Wendy Schuster, Lois

Community College of Baltimore Epilepsy Education Program. Interim Report, March 1975 - June 1976.

Baltimore Community Coll., Md.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date Jun 76

Note—70p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Colleges, Counseling, *Epilepsy, Job Placement, Job Skills, *Job Training, *Junior Colleges, *Neurologically Handicapped, Program Development, Program Evaluation, *Rehabilitation Programs, Vocational Development, *Vocational Education
Identifiers—Community College of Baltimore

This document reports on the development and implementation of a program at the Community College of Baltimore (CCB) whose primary goals were the placement of persons with epilepsy in jobs or in educational programs leading to a career, and development of a model program of career education, counseling, and employer education demonstrating the effectiveness of a coordinated approach to the person with epilepsy which could be distributed throughout Maryland and the other states. Participant agencies involved in the program were the John F. Kennedy Institute, the Maryland Division of Vocational Rehabilitation and Division of Vocational-Technical Education, and CCB. Participants in the program were recruited from a variety of areas through use of several media. The program approach emphasized active recruitment of those with epilepsy, a liberal intake policy of evaluation and selection of recruits, supportive counseling, pragmatic job training, sensitive referral and placement, and intensive follow-up procedures. Further, CCB attempted to maximize vocational skills, provide a two-year college education, and help to develop job opportunities. Analysis and discussion of recruitment, selection, involvement, student goals, counseling, job referral, student progress, follow-up information, ancillary program support activities, and individual case histories are included. (JDS)

ED 130 683 JC 760 561

Malone, Eugene W.

A Proposed Model for Improving Articulation in Vocational Education Between Secondary Schools and Community Colleges.

Pub Date 76

Note—192p.; Ed.D. Dissertation, Nova University

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Articulation (Program), College High School Cooperation, Community Colleges, Cooperative Planning, *Junior Colleges,

*Models, Participant Involvement, Problem Solving, *Secondary Education, Secondary Schools, Senior High Schools, *Vocational Education

Identifiers—Cuyahoga Community College Eastern Campus, Nominal Group Process

The purposes of this study were to design a model for promoting and guiding the development of a systematic approach to coordinating program planning in vocational education between the Eastern Campus of Cuyahoga Community College (Ohio) and its feeder high schools; to identify problem areas in articulation and achieve a consensus on priority items; to demonstrate the utilization of local resources rather than outside groups; and to demonstrate the leadership role of the community college in the articulation process. The model consisted of a six-step process: (1) building inter-institutional relationships; (2) diagnosis (identifying problems, generating solutions, formulating objectives); (3) gaining acceptance; (4) identifying constraints and needed resources; (5) evaluation; and (6) diffusion of the model. The diagnostic process was the focal point of the model. The Nominal Group Process was utilized as a problem-solving strategy in a workshop situation involving counselors, instructors, and administrators from the secondary and community college levels. Articulation problems were identified and objectives established. Endorsement of the articulation objectives by secondary school superintendents and the college president culminated the acceptance phase. Conclusions indicated the model was workable and achieved expected outcomes. (JDS)

ED 130 684 JC 760 563

Andersen, Roger C.

A. C. C. Fact Book: A Statistical Profile of Allegheny Community College and the Community It Serves.

Allegheny Community Coll., Cumberland, Md.

Pub Date Aug 76

Note—151p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—College Faculty, *Community Characteristics, Community Colleges, Demography, Educational Finance, Enrollment Trends, Junior College Libraries, *Junior Colleges, Junior College Students, Physical Facilities, *Reference Books, *Statistical Data, *Student Characteristics
Identifiers—*Allegheny Community College, Maryland

This document is intended to be an authoritative compilation of frequently referenced basic facts concerning Allegheny Community College (ACC) in Maryland. It is a statistical profile of ACC and the community it serves, divided into six sections: enrollment, students, faculty, community, support services, and general college related information. Included are: enrollment history and trends, enrollment demographics, attrition data, application/admission data, veteran enrollment data, adult education data, student academic load information, commencement history, follow-up data, post-college employment statistics, reasons for student selection of ACC, an induced work load matrix illustrating how students divide their course load between their major departments and other college departments, athletic records, a faculty profile, community demographics and population trends, analysis of the area labor force, county education data, selected results of a community survey, ACC financial aid program data, analysis of library materials usage, library finances and collection size information, physical plant and utilization data, college finances, significant changes at ACC, and presentation and discussion of institutional goals and objectives. A comprehensive index to the document is included. (Author/JDS)

ED 130 685 JC 760 564

Winter, Gene M. And Others

Reality-Based Evaluation for Two-Year College Occupational Programs: Guidebook. Revised Edition. Research Pub. 76-3.

State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.

Spons Agency—New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Pub Date Sep 76

Grant—VEA-76-8d-389

Note—57p.

Available from—Cornell Institute for Research and Development in Occupational Education, 21 Stone Hall, Cornell University, Ithaca, New York 14853 (\$3.95)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Colleges, *Cost Effectiveness, Curriculum Evaluation, Data Analysis, Data Collection, Decision Making, Educational Assessment, *Evaluation Methods, *Junior Colleges, Manuals, Program Costs, *Program Evaluation, Program Improvement, Technical Education, *Vocational Education

Identifiers—*Reality Based Evaluation

This guidebook is designed to assist postsecondary occupational educators in the conduct of local program evaluation efforts. The Reality-Based Evaluation (RBE) system for program evaluation has been designed to be flexible within a general recommended structure and is intended to be adaptive rather than adoptive. A major tenet of RBE is that program adjustments are made as soon as data-supported judgments are possible. RBE consists of three phases: (1) Clarification—program objectives, activities, evaluative strategies, and clarifying questions are identified; (2) Data collection—the Phase I information leads to Phase II where data collection is operationalized; and (3) Interpretation—judgments are made (based on data) and recommendations formulated for improving the program. Following a description of the system are illustrations of the methods by which the RBE system may be locally employed. Examples of RBE application are presented and discussed, as are numerous evaluation techniques and instruments, including a brief discussion of the advantages and disadvantages associated with each. Techniques of data collection and approaches to cost analysis are listed and described. RBE design materials intended to facilitate local design of evaluation forms are included. (Author/JDS)

ED 130 686 JC 760 565

Klimes, Rudolf E. And Others

Development of Lake Michigan College's Philosophy, Goals, and Objectives.

Andrews Univ., Berrien Springs, Mich. Center for Studies and Services in Education.

Spons Agency—Lake Michigan Coll., Benton Harbor.

Pub Date 76

Note—266p.

Available from—Center for Studies and Services in Education, Andrews University Berrien Springs, Michigan 49104

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*College Role, Community Colleges, Community Involvement, *Community Surveys, Educational Objectives, *Educational Philosophy, *Junior Colleges, *Objectives, Questionnaires, Research Methodology

Identifiers—Lake Michigan College

This document reports the methods and results of a study conducted to develop statements of philosophy, goals, and division objectives for Lake Michigan College. The two main sources from which these were developed were: (1) laws, statutes, and constitutional provisions affecting operations of the college, along with existing philosophy and goals; and (2) seven opinion surveys of the college publics. The first source served as the basis for developing the questionnaires which were used in surveying Lake Michigan College constituents. The questionnaire responses, in turn, served as the basis from which tentative statements of philosophy, goals, and division objectives were synthesized. A total of 2,579 responses from college publics provided the information used to develop institutional goals. A door-to-door survey of the general population yielded about 67% of the responses; college students provided about 23%; college administrators, teachers, and non-teaching employees provided 3%; mail surveys of local business, industrial, and labor leaders provided 4%, as well as 1% each from local government, civic leaders, and area educators. The questionnaires consisted of a core area of 12 forced-choice goal-option questions and open-ended questions. A tentative statement of philosophy and six institutional goals were formulated from the survey results. Study instrumentation and a bibliography are appended. (Author/JDS)

ED 130 687

JC 760 566

Spencer, Richard L. And Others

An Example of Planning/Management Reports Produced at Delaware County Community College in Conjunction with American Management Association (AMA) Processes and National Center for Education Management Systems (NCHEMS) Products.

Delaware County Community Coll., Media, Pa. Pub Date 76

Note—97p.; Some pages may be marginally legible due to print quality of original document

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Community Colleges, Data Collection, *Educational Planning, Evaluation Methods, *Junior Colleges, *Management Information Systems, *Management Systems, Master Plans, Planning, *Program Costs, Unit Costs

Identifiers—American Management Association, Information Exchange Procedures, National Center Higher Education Management

Within this document, and presented in their entirety, are five reports which depict differing views of Delaware County Community College (DCCC) from 1974 through 1980. The reports consist of both historical and predictive data, evolved from staff work related to long and short range planning. The general framework for this activity revolved about the American Management Association planning process interacting with the National Center for Higher Education Management Systems (NCHEMS) products. The individual reports comprising the document include: (1) Long Range Planning at DCCC 1975-1980; (2) The Institutional Plan 1977-78; (3) Information Exchange Procedures, Data Formats and Definitions for DCCC Fiscal Year 1974-1975, utilizing the Information Exchange Procedures (IEP) developed by NCHEMS, a set of standard definitions and procedures for collecting data about disciplines and student degree programs, outcomes of instructional programs, and institutional characteristics; (4) A Costing Profile of Instructional Activities at DCCC for the 1974-75 Fiscal Year (instructional costs by discipline, student costs by year, program full cost per student credit hour); (5) A Summary of 1974-75 and 1975-76 Instructional Credit Hour Activities and Projections for 1976-77 and 1977-78. The reports are intended to serve as examples of differing types of data which are available for planning and management when management products are combined with planning processes. (JDS)

ED 130 688 88 JC 760 567

New Emphasis: Making Staff Development Happen. Proceedings of the 1st Annual Staff Development Workshop, Asheville, North Carolina, April 24-25, 1975.

Western North Carolina Consortium, Inc.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—128p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Community Colleges, *Cooperative Planning, Cooperative Programs, Educational Planning, *Educational Resources, Federal Aid, *Inservice Programs, *Junior Colleges, Rural Schools, *Staff Improvement, Workshops

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Staff Development

This document compiles the addresses presented at the 1st Annual Staff Development Workshop sponsored by the Western North Carolina Consortium. Presentations include: (1) "Staff Development—Why?" by Louis W. Bender; (2) "Staff Development—The State of the Art" by W. Robert Sullins; (3) "State Resources" by Hazel Small; (4) "University Resources" by Lawrence Arney; (5) "Cooperative Staff Development Possibilities—Western North Carolina Consortium with Appalachian State University" by Leland Cooper; and (6) "Federal Resources" by Louis Bender. Also included in the document are summaries, and in some cases transcripts, of four workshop discussion sessions. Appended are several papers not presented at the workshop but expected to be of interest to the participants: "Planning: Following the Golden Decade of the Sixties" and "Cooperative Planning for Optimum Institutional Planning" by Louis Bender; "Staff Development—Institutional Need—Fact or Myth" by W. Robert Sullins; "Staff

Development for the Rural Community College" by William R. Richardson; and "The Business-Industry Survey: Its Use on Institutional Planning" by Gary Melville and Elmo Roesler. The appended papers make up one-half of the document. (JDS)

ED 130 689

JC 760 568

Minority Awareness: Programming for Success. Proceedings of the 2nd Annual Staff Development Workshop, Morganton, North Carolina, April 27-28, 1976.

Western North Carolina Consortium, Inc.

Spons Agency—Southern Regional Education Board, Atlanta, Ga. Inst. for Higher Educational Opportunity.

Note—42p.

Available from—Southern Regional Education Board, 130 Sixth Street, N. W., Atlanta, Georgia 30313 (\$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Role, Community Colleges, Ethnic Groups, *Junior Colleges, *Minority Groups, Program Planning, Psychological Characteristics, Socioeconomic Influences, Staff Improvement, *Student Attitudes, *Student Characteristics, *Student Needs, Workshops

This document compiles the addresses presented at the 2nd Annual Staff Development Workshop sponsored by the Southern Regional Education Board Institute for Higher Educational Opportunity. The objectives of the workshop emphasized the need for awareness of and about minority students among those responsible for educational opportunities and the eventual academic success of minority students. John W. Lavery reviews the Responsibilities of a Public Two-Year College in Meeting the Needs of Minority Students. Revonda Williams discusses Socio-Economic Factors Affecting Minority Students. Janice Kennedy discusses the Psychological Factors Affecting Minority Students. Charles E. Grigsby presents criteria for Institutional Programming to Meet the Needs of the Minority Student. An evaluation of the conference by its participants is included as is a list of attendees and a listing of members and staff of the Western North Carolina Consortium. (JDS)

ED 130 690

JC 760 569

Sicking, Tom Harris, Brice W., Jr.

A Study of a Community College Image by a Survey of the Media.

Pub Date 11 Feb 76

Note—27p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Role, Community Attitudes, Community Colleges, Educational History, Information Dissemination, *Junior Colleges, News Media, *Newspapers, News Reporting, *Public Opinion, Public Relations, Role Perception, *School Community Relationship

Identifiers—College Identity, *College Image, Metropolitan Community Colleges, Missouri (Kansas City), Sanford Greendahl Copy Value Rating Scale

This study examines the coverage of the Metropolitan Community Colleges of Kansas City (Missouri) by the printed media. It discusses the importance of developing an image for the district and briefly surveys the history of community-junior colleges in Kansas City since 1915. The Sanford-Greendahl Copy Value Rating Scale was applied to all printed coverage by the major Kansas City newspaper for two years, 1965 and 1975, selected because they represent the years in which the district submitted bond issues to the public; bond issues which passed in 1965 but failed in 1975. Results of the study indicated: (1) a drastic decrease in coverage in 1975 from 1965; (2) a marked decrease in the judged value of 1975 articles compared to 1965 articles; and (3) a 70% decrease in institutional and individual human interest stories from 1965 to 1975. Recommendations include: in-service training for district personnel in the area of district image and the media; better communication with the media concerning the day-to-day operation of the district; communication of the community college story in understandable language; cooperation with the press in obtaining coverage; and communication to the press of how well the college is meeting its goals and objectives. (Author/JDS)

102 Document Resumes

ED 130 691 JC 760 570

Seegmiller, Jesse F.
The C. E. U. Curriculum: How Can It Fulfill the Needs of Students and Community?
College of Eastern Utah, Price.
Pub Date Sep 76
Note—13p.; The appendix, which identifies survey respondents, has been deleted from the document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Adult Education, Community Colleges, *Community Surveys, *Educational Interest, Educational Needs, Evening Classes, *Evening Programs, Institutional Research, *Junior Colleges, *Needs Assessment, Student Needs

Identifiers—College of Eastern Utah

This document reports the results of a study conducted by the College of Eastern Utah (CEU) to determine the educational needs and desires of persons within its service area. Data used in this study were obtained by surveying 175 CEU students, 112 area educators, 131 area businesses, and 253 members of the general public. Results indicated that: (1) more than 36% of the general public were interested in taking courses or in a program of study; (2) nearly 40% of the public interested in classes would prefer evening offerings; (3) over 50% of the CEU students were interested in evening classes; (4) over 50% of the businesses interviewed were either involved in employee training or would like their employees trained; (5) area businesses and educators were interested primarily in evening classes; and (6) the greatest interest was in the areas of the humanities and the applied sciences, while the least interest was in the areas of physical education, science and math. Recommendations include the planning and implementation of evening classes, initially on a small level, and vigorous recruiting efforts to ensure appropriate enrollments for evening programs. (JDS)

ED 130 692 95 JC 760 571

Analysis of Nelson-Denny Reading Test Scores, Leeward Community College, Fall 1975 New Students. Student Flow Project, Report No. 13. Hawaii Univ., Honolulu. Community Coll. System.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Oct 76

Note—14p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Age, College Freshmen, College Majors, Community Colleges, Correlation, *Grade Point Average, *Junior Colleges, Junior College Students, *Reading Tests, Sex Differences, Statistical Analysis, *Student Characteristics

Identifiers—Hawaii, *Nelson Denny Reading Test
This document represents one of a series of continuing reports on student flow in Hawaii community colleges. The purpose of this study was to explore the relationship of student scores on the Nelson-Denny Reading Test (NDRT) to academic performance as reflected by grade point averages (GPA). NDRT scores for 1,981 entering students at Leeward Community College in 1975 provided the data used in the study. Analysis of student scores on the NDRT Vocabulary section revealed that highest mean scores were found among older students, married students, graduates of mainland high schools, liberal arts majors, students with GPA's of at least 3.5, and continuing students. Analysis of student scores in the NDRT Comprehension section revealed that highest mean scores were found among females, younger students, single students, graduates of Hawaii's private schools, liberal arts majors, students with GPA's of at least 3.5, and continuing students. Correlation coefficients between GPA and Vocabulary scores were .224 and .111, respectively. A correlation coefficient of .664 was found between Vocabulary and Comprehension scores. Results indicated that students differed significantly in performance on the total NDRT by the following characteristics: sex, age, high school background, educational objective, curriculum program, grade point average, and continuing/non-continuing status. (JDS)

ED 130 693 95 JC 760 572
Dziuba, Victoria, Ed. Meardy, William, Ed.
Enhancing Trustee Effectiveness. New Directions for Community Colleges, No. 15.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76
Note—109p.
Available from—Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 (\$5.00).

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—Bibliographies, *Board Administrator Relationship, Community Colleges, Educational Finance, Educational Legislation, Females, Futures (of Society), *Governing Boards, *Junior Colleges, Legal Problems, Legal Responsibility, Policy Formation, Political Influences, Presidents, Self Evaluation, *Trustees

Identifiers—Lobbying, Trustee Responsibility, *Trustee Role, Trustee Selection

The challenges facing governing boards today have never been greater. Financial constraints, as well as legal questions, increases in teacher militancy, collective bargaining, affirmative action, and other thorny issues, make the job of the trustee increasingly complex. The 16 articles in this sourcebook examine the role of the community college trustee and present recommendations for improving trustee effectiveness. The authors recommend that trustees become more aware of the legal problems inherent in their jobs; that they become skilled in working with state and federal legislators in achieving institutional goals and in curtailing the ever-increasing state domination of community college decision-making; that they engage in continuing self-evaluation; that they work with the president as a management partner, rather than as an adversary; and that they eschew written policies and allow the president maximum flexibility. Also presented are: (1) predictions of the future course of undergraduate education, (2) a cost/benefit analysis of appointing trustees versus electing them, (3) a self-evaluation instrument for trustee use, (4) guidelines for achieving financial stability, (5) suggestions for improving the effectiveness of board meetings and of female board members, and (6) a review of additional pertinent literature and a bibliography. (Author/DC)

ED 130 694 JC 760 573

Sutherland, Alphonzo A.
A Comparative Study of Student and Faculty Attitudes in the Los Angeles Community College Overseas (1975-76).

Pub Date Jan 76
Note—33p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Faculty, Community Colleges, Educational Objectives, External Degree Programs, *Junior Colleges, *Military Personnel, *Student Attitudes, *Student Characteristics, *Teacher Attitudes

Identifiers—*Los Angeles Community College Overseas

The purpose of this study was to develop a data base of expectations and perceptions held by students and faculty in the Far Eastern Division of Los Angeles Community College Overseas (LACCO), which provides educational programs for military personnel in Korea. The study was further intended to replicate an earlier study of student/faculty perceptions in 13 California Community colleges. Data were obtained by asking LACCO students to rank forced choices concerning what they looked for when entering a classroom for the first time, and what a community college should help students acquire. Reasons for enrolling in a class and demographic information were also elicited. LACCO faculty were similarly asked what they thought students looked for when they entered a class, and what qualities they wanted their students to gain. Usable responses were provided by 360 students (41.6%) and 22 of 52 faculty. The typical LACCO student was found to be male, married, 25 years old, making his first attempt at college, and undecided about his academic major. Both students and faculty ranked "specific learning objectives" first among the variables looked for by students, while students and faculty in the California study ranked "professor's personality" first. The pragmatic, goal-oriented nature of the military student as compared to his non-military counterpart is supported by further significant differences in the findings of the two studies. (BB)

ED 130 695 JC 760 575

Department Chairperson References in Two-Year Contracts.

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education.
Pub Date Oct 76

Note—4p.
Journal Cit—National Center for the Study of Collective Bargaining in Higher Education Newsletter; v4 n4 p1-3 Sep/Oct 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Responsibility, Administrator Role, *Collective Bargaining, Community Colleges, *Contracts, *Department Directors (School), *Junior Colleges, Personnel Management

This document reports the results of a recent review of collective bargaining contracts in 83 public two-year colleges with regard to what they had to say about department chairpersons. Results of the review indicated: (1) 66% of the contracts contained clauses concerned with department chairpersons; (2) eastern community college contracts overwhelmingly contained references to chairpersons while less than half of the contracts in the rest of the country did so; (3) references to department chairpersons varied according to bargaining agents; (4) of 15 areas identified, the two most frequently mentioned areas of responsibility were administrative and personnel, respectively; (5) salary stipends, role in grievance machinery, special relationships with students, definitions of chairpersons, chairperson selection methods, and the chairperson's responsibilities for curriculum, merit or other salary decisions, budgetary involvement, retrenchment, recall, and personnel files were mentioned with varying frequency. Tabular data on contracts by region and on contracts by bargaining agent are included. (Author/JDS)

ED 130 696 JC 760 576

Galley, Jon P. Parsons, Michael H.
College Behind the Walls: Factors Influencing a Post-Secondary Inmate Education Program.

Pub Date 28 Oct 76
Note—13p.; Paper presented at the National Convention of the Community College Social Science Association, Kansas City, Missouri, October 28, 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, *Correctional Education, Corrective Institutions, Counseling, Educational Finance, *Instructional Programs, *Interinstitutional Cooperation, *Junior Colleges, Performance Contracts, *Prisoners, Student Behavior, Teaching Methods

Identifiers—Hagerstown Junior College, Maryland Correctional Training Center

This paper describes the prison education program established by Hagerstown Junior College (HJC) at the Maryland Correctional Training Center (MCTC). Although the first courses were offered at MCTC in 1969, it was not until late 1969 that cooperatively prepared guidelines were adopted by HJC and MCTC. An inmate screening committee, on which both the college and the correctional facility are represented, screens and selects applicants to the program. Currently, funding for the program is provided by Basic Educational Opportunity Grant funds and by the Maryland Department of Corrections. The actual educational program is designed to serve the wide range of individual inmate differences; several instructional strategies involving varied lengths of classroom work, size of courses, and instructional delivery techniques are utilized. Individual counseling and testing allow the college to address individual student needs and goals. Students agree to contract with the program to exhibit acceptable behavior, and continuation in the program is dependent upon successful execution of the contract. A campus-release program has been implemented, with an 84.5% success rate. While evaluation of prison programs is difficult it is noted that recidivism rates are lower for program participants, and that, overall, many inmates have acquired previously lacking basic skills. (Author/JDS)

ED 130 697 JC 760 577

Casey, John W.
The Role and Scope of the Community College—New Directions.
Pub Date Sep 76
Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Role, Community Colleges, Educational Alternatives, *Educational Trends, *Junior Colleges, Objectives, School Community Relationship, Student Recruitment, Teaching Quality

New trends and directions for the community college are identified in this paper. New directions in governance include less local control and more state and federal restrictions, coupled with greater demands for time as a consequence of increasing complexity. The stature of the community college must be further enhanced, by continuing to pursue excellence in teaching and by helping students to exceed their own expectations. In light of the current fiscal situation, it may be necessary to review and redefine institutional goals, and to consider alternative instructional techniques, media, and personnel. Additionally, open entry/exit courses should be facilitated. More significant applications of the community college's resources to community problems and opportunities should be attempted and achieved. Active and aggressive recruitment of all potential students should be pursued through advertising and other methods. Community colleges, born in the dynamism of rapid change, need to maintain their role of leadership in society. A continuing effort should be made to touch as many lives as possible in a meaningful way. (Author/JDS)

ED 130 698

JC 760 578

Kerstiens, Gene

Report on the Peer Tutoring Program, 1973-1975 School Years.

El Camino Coll., Torrance, Calif.

Pub Date 5 Nov 76

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, *Individual Instruction, *Junior Colleges, *Peer Teaching, *Program Descriptions, Student Improvement, *Tutoring, Tutors

Identifiers—El Camino College

This paper reports on the Peer Tutoring Program at El Camino College. If a student, counselor, or instructor feels a student needs tutoring, the student applies for tutorial assistance. Upon approval by his instructor, arrangements are made for the student to be tutored. Peer Tutors are selected from among applicants who received a "B" or higher grade in the course(s) they tutor and who have received appropriate approval from the college. Each accepted applicant is designated a Peer Intern and engages in in-service training which includes orientation, instruction in tutoring strategies, followed by periodic training sessions and trouble-shooting meetings. Subsequent to completion of such requirements, and after having tutored for 100 or more hours during a minimum of one semester, the Intern is designated a Peer Tutor. Analysis of the college's tutorial service shows that courses in Mathematics, Computer Science, and the Physical Sciences create the greatest demands for tutoring, followed by Humanities, Communications, Business Education, and Fine Arts. Between 1973 and 1975, both the number of Peer Tutors and the number of hours tutored have doubled; 75 Peer Tutors provided 1,142 students with 9,895 hours of tutoring in 1975. The author's observations on the Peer Tutoring Program conclude the report. (JDS)

ED 130 699

JC 760 579

Ward, John G.

Faculty Development at Oregon Institute of Technology.

Pub Date Jun 76

Note—18p.; Paper presented at the Annual Conference of the American Society for Engineering Education, Knoxville, Tennessee, June 14-17, 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Education, Counselors, *Inservice Education, Inservice Teacher Education, Instructional Improvement, Junior Colleges, Leave of Absence, Media Technology, *Professional Continuing Education, Seminars, *Staff Improvement, Teacher Improvement, *Technical Institutes, Workshops

Identifiers—Oregon Institute of Technology

This paper describes Oregon Institute of Technology's Staff Career Support (SCS) program, which provides continuous assistance to teaching, administrative, and counseling faculty willing to share responsibility for their own

development. This comprehensive program provides opportunities to improve ability to teach, to increase state-of-the-art technical knowledge, and to develop more effective administrative skills. Representative of specific professional staff development components of the SCS program are: workshops, mini-courses, and seminars in teaching, instructional innovation, and media usage; funded course development opportunities; self-study classroom video-taping services; media grants; extension teaching; use of State equipment and facilities; expert-in-residence programs; outside consulting opportunities with business and industry; travel opportunities; reduced tuition within the Oregon State System; and various types of leave, with and without pay. The SCS program is annually reviewed by faculty and administrative personnel and, as necessary, appropriate modifications are suggested. Importantly, faculty professional development is separated from the evaluation process; that is, faculty are evaluated following, not during, development. (Author/JDS)

ED 130 700

JC 760 580

Sutton, Lawrence S.

Analysis of Withdrawal Rates of Students Receiving Financial Aid at Central Florida Community College.

Pub Date Dec 75

Note—34p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, Comparative Analysis, *Dropout Rate, *Junior Colleges, Persistence, *Student Financial Aid, *Veterans Education, *Withdrawal

Identifiers—Central Florida Community College, *G I Bill

The purpose of this study was to determine if students enrolled at Central Florida Community College (CFCC) who receive financial aid withdraw from college credit classes at a significantly higher rate than those not receiving such aid. A secondary purpose was to determine if GI Bill recipients withdraw at a significantly higher rate than other students receiving financial aid. Using institutionally collected and maintained computerized student data, withdrawal rates for 1974-75 academic year at CFCC were analyzed. Data tabulations were compiled for all students, financial aid recipients, and GI Bill recipients. The z-test statistical technique was used in the comparative analysis of withdrawal rates. Results of the analysis revealed that there were no significant differences in the withdrawal rates of financial aid recipients and non-financial aid recipients, and that GI Bill recipients did not exhibit a significantly higher withdrawal rate than other financial aid recipients. It is recommended that other community colleges perform similar studies so that an adequate empirical data base, upon which policy and planning decisions could be based, might be established. (Author/JDS)

ED 130 701

JC 760 581

Richardson, Jim A. And Others

Education Associate: A Suggested Two-year Curriculum.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date Nov 75

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, *Core Curriculum, Counseling Services, Course Descriptions, *Curriculum Guides, Early Childhood Education, *Human Services, *Junior Colleges, *Paraprofessional Personnel, Recreation, Social Services, Specialization, Teacher Aides

This guide presents a model curriculum for use in developing programs to meet the needs for paraprofessionals in the helping services. Five options are offered in the curriculum: Counselor Associate, Early Childhood Associate, Recreation Associate, Social Service Associate, and Teacher Associate. The curriculum is structured so that students may acquire basic skills and receive a diploma after one year and/or may continue for a second year in preparation for more advanced and responsible positions. The basic curriculum for any one of the five program options includes a three quarter required core of courses, followed by an additional three quarters of studies and practica in the area of specialization. The structured flexibility of the program allows the common core of courses to supply the educational experiences needed for all options at the diploma

level. A higher degree of specialization, when pursued by the student, leads to the associate degree. The document reviews staffing and equipment needs of helping services programs, presents suggested course outlines and course descriptions, and lists organizations/information sources relevant to each of the program options and to employment opportunities. (JDS)

ED 130 702

95

JC 760 582

Mahoney, James R. And Others

Offender Assistance Through Community Colleges Program. Final Report.

American Association of Community and Junior Colleges, Washington, D.C.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date Aug 76

Grant—OEG-0-74-9064

Note—171p.; For a related document see JC 760 583. Some pages in appendix may reproduce poorly

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Adult Basic Education, Community Colleges, *Correctional Rehabilitation, *Criminals, Demonstration Programs, *Educational Programs, *Human Services, *Junior Colleges, Recidivism, Rehabilitation Programs

This document reports the results of an 18 month demonstration program conducted by the American Association of Community and Junior Colleges (AACJC) to show that the community college is uniquely suited as a resource for offenders. Pilot programs were established at three community colleges—Central Piedmont Community College in North Carolina, Florida Junior College at Jacksonville, and Community College of Denver. Each college was free to establish its own model program, consistent with the overall AACJC project objectives. Goals of the program included provision of educational and human service assistance to offenders, development of collaborative relationships between the college and criminal justice and public service agencies, and development of nationally appropriate program models. The target population was first-time convicted felons who were on probation; non-target offenders were accommodated at the request of justice officials. Of 712 offenders served by the program, 445 were target offenders. Per student costs for the total group and for the target group only were \$292 and \$467, respectively. Approximately 25% of the target group enrolled in Adult Basic Education, 20% in General Educational Development courses, 27% in academic curricula, 20% in occupational courses, and 8% in other areas. Of the target population, 27 (6.1%) were charged with new offenses, a far lower rate than the national average. Evaluation reports by each of the three participant colleges and other related project material is appended. (Author/JDS)

ED 130 703

95

JC 760 583

Russell, William J. And Others

Offender Assistance Through Community Colleges. Final Evaluation Report.

American Association of Community and Junior Colleges, Washington, D.C.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date Aug 76

Grant—OEG-0-74-9064

Note—165p.; For a related document see JC 760 582. Sections in the appendices may reproduce poorly

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Community Colleges, *Correctional Rehabilitation, *Criminals, *Demonstration Programs, Educational Programs, *Junior Colleges, Participant Characteristics, *Program Evaluation, Recidivism, Rehabilitation Programs

This document presents the summative evaluation of the offender assistance program coordinated by the American Association of Community and Junior Colleges (AACJC) as well as the final evaluation reports of the three pilot programs for convicted parolees operated by participating community colleges. The local-level evaluations include detailed analyses of site programs, while the national office evaluation presents an aggregated analysis. Among the overall findings are: (1) 75% of the program participants were male, the majority were single, and less than one-third had completed high school;

(2) unarmed property offenses were the dominant crimes committed by program participants prior to enrollment, with drug-related offenses second most common; (3) 18% of the program participants enrolled in Adult Basic Education, 32% in General Educational Development courses, 23% in academic curricula, 20% in occupational courses, and 5.8% in other areas; (4) recidivism in the target population was 6.1%; (5) program termination by participants appeared comparable to that of the whole college populations; (6) 55.5% of the participants received some form of financial assistance; and (7) per student costs for the target population was \$467. Operational problems in the conduct of offender assistance programs are identified, along with potential solutions. (JDS)

ED 130 704 JC 760 584
Report on Assessment of Work Atmosphere.

Platte Technical Community Coll., Columbus, Nebr.

Pub Date Mar 76

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Personnel, Attitudes, *College Environment, College Faculty, Institutional Research, Junior Colleges, Junior College Students, *Measurement Instruments, *Organizational Climate, *Semantic Differential, *Technical Institutes

Identifiers—Platte Technical Community College
Seven sets of fifteen bi-polar adjectives corresponding to seven elements of organizational climate were compiled as a testing instrument which was administered to 124 working personnel at Platte Technical Community College in the fall of 1975. Respondents included faculty, students, support staff, and administrative personnel. Analysis of the resulting data indicated that respondents perceived the working atmosphere as approximating the ideal to a high degree in regard to motivational climate and community involvement; to a moderate degree in regard to size and shape, leadership patterns, and decision-making; and to only a low degree in regard to goal directions and governance. Operational definitions of the seven elements of organizational climate (size and shape, leadership patterns, decision-making, motivational climate, goal directions, community involvement, and governance) are given, the study data are reported in tabular form, and the survey instrument is appended. (JDS)

ED 130 705 JC 760 585

Hutkin, Ronald M. Holmberg, Mary Lou
Community Health Education Consortia (CHEC)
Feasibility Study of Northeast Central Nebraska. Final Report.

Platte Technical Community Coll., Columbus, Nebr.

Pub Date Jun 74

Note—105p.; Some pages in appendices may reproduce poorly

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Consortia, *Feasibility Studies, *Health Occupations Education, Health Personnel, Hospitals, *Inservice Education, *Needs Assessment, Nursing Homes, Professional Continuing Education

Identifiers—Nebraska, Nebraska Regional Medical Program

This study sought to determine the extent of existing in-service education programs in health care available in northeast central Nebraska and to determine if there was a need for a Community Health Education Consortium (CHEC). Two questionnaires were developed for the study and were mailed to hospitals and nursing homes in a 22 county area; 86% (22) of the hospitals and 60% (28) of the nursing homes surveyed responded. Information was gathered on hospital/nursing home facilities, patient flow, backgrounds and responsibilities of administrators and nursing directors, numbers of specified professional and non-professional personnel, current in-service education activities, and in-service education needs. It was concluded that there was a substantial need for a CHEC that would organize and strengthen available educational offerings. Although hospital and nursing home expansion were projected to be minimal in the future, licensing requirements, retirements, promotions, and turnover were anticipated to result in continuing demand for relevant educational programming in the health care area. Survey instru-

ments and related feasibility study materials are appended. (Author/JDS)

ED 130 706 JC 760 586

Christensen, Frank A.

Staff Development: Perceptions of Faculty and Administrators at Selected Community Colleges in Illinois.

Pub Date 75

Note—112p.; Ed.D. Dissertation, Nova University
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Administrator Attitudes, Community Colleges, Inservice Systems, Inservice Teacher Education, *Junior Colleges, *Organizational Climate, Questionnaires, *Staff Improvement, Surveys, *Teacher Attitudes, *Values

Perceptions of community college faculty and administrators concerning faculty development needs, and of faculty incentive systems, institutional climate, and institutional values as they relate to faculty development, were compared in this study. A Faculty Development Inventory was mailed to a random sample of 75 administrators and 150 faculty at three Illinois community colleges. An overall response rate of 64% was achieved. Data analysis indicated that there were no significant differences between the perceptions of faculty and administrators concerning faculty development needs or the importance of various incentive systems. However, significant differences were found in perceptions of institutional climate (which administrators saw as unimaginative, dull, and repetitive) and institutional values. An extensive bibliography and the Faculty Development Inventory are appended. (JDS)

ED 130 707 JC 760 587

Ferguson, R. Travis

Development of Policies and Procedures at the Mississippi Gulf Coast Junior College to More Adequately Establish the Role and Function of Vocational-Technical Education Advisory Committees.

Pub Date 19 Aug 76

Note—59p.; Ed.D. Practicum, Nova University. Occasional light print

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Advisory Committees, Community Colleges, Guides, *Junior Colleges, Manuals, *Technical Education, *Vocational Education

Identifiers—Mississippi Gulf Coast Junior College
Twenty-one community/junior colleges and technical institutes in the South were surveyed in order to gain insight into policies on the use of advisory committees for vocational-technical programs. Of these, 75% responded, all indicating that use of advisory committees in relation to vocational-technical programs was important. However, only 67% of the respondents had institutional policies and procedures governing the use of advisory committees. Subsequently, policies and procedures for more adequately defining the role and function and operation of advisory committees at the Mississippi Gulf Coast Junior College-Jackson Campus were written. These policies and procedures are appended in a self-contained document which makes up the bulk of this report, and which address: (1) the role and function of vocational-technical advisory committees; (2) constituting committees; (3) committee meetings; (4) areas of committee concern; (5) keeping the committee involved; and (6) formal institutional recognition of services rendered by committee members. Additionally appended are sample letters, forms, and other materials for use in establishing and maintaining advisory committees. (Author/JDS)

ED 130 708 JC 760 588

Project FOLLOW-UP Questionnaire Generator.

Tarrant County Junior Coll. District, Ft. Worth, Tex.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date 17 Apr 75

Note—100p.; For related documents, see ED 128 036-046

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Community Colleges, *Followup Studies, *Institutional Research, *Junior Colleges, *Models, *Questionnaires, Research Tools, Resource Materials, Surveys, Vocational Followup

Identifiers—*Project FOLLOW UP, Student Followup Management Information System, Texas, TEX SIS FOLLOW UP

This document presents a compilation of possible formats for questions which can be used in preparing follow-up questionnaires for community/junior college students. The compilation resulted from the review and selection of pertinent questions from approximately fifty follow-up questionnaires obtained from sources both within and outside of Texas. The listed questions and formats have been categorized according to "subject area of question". The eleven categories include: (1) objective and/or reason for attendance; (2) satisfaction of intent; (3) withdrawal and/or discontinuation information; (4) employment status and/or information; (5) transfer status and/or information; (6) present status (miscellaneous); (7) opinion of college services; (8) additional assistance needed; (9) future plans and/or interests; (10) employer questions; and (11) miscellaneous questions. (JDS)

ED 130 709 JC 760 590

Tschechelin, James D. And Others

Maryland Community Colleges Student Follow-up Study: First-time Students, Fall 1972.

Maryland State Board for Community Colleges, Annapolis.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date Oct 76

Note—56p.; For related documents see ED 100 475 and 115 351

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—College Environment, *Educational Objectives, Employment Experience, Females, *Followup Studies, *Graduate Surveys, *Junior Colleges, Junior College Students, Males, Racial Differences, Research Methodology, Sampling, State Surveys, Statewide Planning, *Student Characteristics, Transfer Students

Identifiers—*Maryland, Non Respondent Surveys

This document reports the methodology and results of the third annual statewide student follow-up study of the Maryland community colleges. Questionnaires were sent to 19,634 persons who were first-time students in a Maryland community college in fall, 1972. Response rate was 48%. A sequential sampling procedure was used to test for nonrespondent bias. Significant differences between respondents and nonrespondents were found; generally, respondents were more academically successful and more likely to have transferred than were nonrespondents. Five main areas were addressed by the study: student academic and demographic characteristics, educational goals and goal achievement, employment experiences, college transfer experiences, and satisfaction with the community college. Results indicated that: (1) transfer was the primary educational goal of half of the respondents; (2) half listed an associate degree as their goal; (3) 60% reported primary goal achievement; (4) Blacks achieved educational goals significantly less frequently than whites; (5) no differences in goal achievement were found to exist between males and females; (6) 74% were employed full-time when career development was a primary goal; (7) 68% transferred when their goal was transfer; (8) Blacks achieved transfer goals at a significantly lower rate than whites; and (9) 80% were satisfied with instructional quality. (Author/JDS)

ED 130 710 JC 760 591

Falk, Charles Frederick

A Study of the In-Service Education and Supervision Needs of Community College Business Instructors in the State of Illinois.

Pub Date 10 Apr 75

Note—42p.; Abstract of Ed.D. Dissertation, Northern Illinois University

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Attitudes, *Business Education Teachers, College Faculty, Community Colleges, Employment Practices, *Inservice Teacher Education, *Junior Colleges, *Part Time Teachers, Personnel Policy, Supervisors, *Supervisory Methods, Teacher Attitudes

A study was conducted to assess commonalities and differences in perceptions among full- and part-time community college business instructors and their supervisors in selected Illinois public community colleges for the following areas: (1) supervisory and personnel development practices

currently utilized with business instructors; (2) the ranked importance of selected supervisory and personnel development practices; and (3) in-service educational needs of community college business instructors. Data were gathered by surveying 387 full- and part-time faculty (47.7% response) and 43 supervisors (76.3% response). The final survey instrument included 69 supervisory and personnel development practices, and 70 instructional tasks for which in-service education might be needed. Among the results of the survey, reported here in tabular form, were: (1) full-time faculty placed greater importance on employment, orientation, instructional improvement, and governance/administrative policy practices than part-time faculty; (2) supervisors of full-time faculty placed greater emphasis on supervisory and personnel development practices than did supervisors of part-time faculty; (3) there were great differences between the perceptions of business instructors and their supervisors regarding in-service education needs; and (4) supervisory and personnel development practices employed in Illinois community colleges were different for full- and part-time instructors. (Author/JDS)

ED 130 711

JC 760 592

Opportunity/Incentive Grant.

Morgan Community Coll., Ft. Morgan, Colo.
Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Faculty, Community Colleges, *Incentive Grants, Instructional Improvement, *Junior Colleges, *Merit Pay, *Program Descriptions, *Staff Improvement

Identifiers—Morgan Community College

Having found an objective merit system to be very unwieldy and a subjective merit system threatening to individuals, the faculty and administration at Morgan Community College, through joint effort, developed an Opportunity/Incentive Grant (OIG) program. While this policy is very much like other innovative grant systems, it also includes elements of professional and community development. The purpose of the OIG is to enhance the effectiveness of the college in meeting student and community needs; it is intended to create and support incentives for development and completion of progressive development activities among all full-time teaching faculty. The bulk of this document is an explication of specific procedures associated with the OIG program. Eligibility criteria are stated; selection committee structure, function, and processes are defined; the grant application and selection process is described; a description of the OIG funding base is presented; and a sample application form is attached. Areas of OIG activity include, but are not limited to: program development, instructional material development, professional development, and community development. (Author/JDS)

ED 130 712

JC 760 593

Agreement Between the University of Hawaii Professional Assembly and the University of Hawaii, March 1975 to June 1977.

Hawaii Univ., Honolulu.

Pub Date Mar 75

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Collective Bargaining, Community Colleges, Faculty Organizations, Higher Education, *Junior Colleges, *Negotiation Agreements, *Personnel Policy, *State Universities, Unions

Identifiers—University of Hawaii

This document presents the terms and conditions of the collective bargaining agreement between the Board of Regents of the University of Hawaii and the University of Hawaii Professional Assembly, consisting of the faculty of the University of Hawaii and the Hawaii Community Colleges. Twenty-one articles comprise this contract and cover the following areas: (1) recognition of the bargaining unit; (2) non-discrimination; (3) conditions of service; (4) tenure and service; (5) promotion; (6) negative tenure and promotion recommendations; (7) renewal of contracts during probationary period; (8) academic freedom procedure; (9) disciplinary actions; (10) faculty advisory panel; (11) personnel files; (12) grievance procedure; (13) use of university facilities; (14) rights of the university; (15) conflict; (16) entirety and modification; (17) no strike or lockout; (18) saving clause; (19) joint study com-

mittee; (20) salaries; and (21) duration of agreement. An amendment dated April 8, 1976, to Article 20, governing salary schedules, is attached. (JDS)

ED 130 713

JC 760 594

Richards, Lillian S.

Women's Perception of Their Psychological and Practical Needs Upon Re-entry to a Community College: Implications for Restructuring the Learning Environment.

Pub Date 20 Jul 76

Note—69p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adult Education, *Adult Students, Anxiety, Community Colleges, Family Relationship, *Females, Financial Problems, *Junior Colleges, Psychological Patterns, Role Conflict, Self Concept, *Student Needs, Student Problems, *Womens Education

Identifiers—Fresno City College, *Reentry

This study describes the special needs of women returning to school after an interruption for marriage or employment. One hundred-fifty questionnaires were distributed during 1975 at Fresno City College in California; 90 were returned, of which 82 were usable. Eight problems, in order of importance, identified by returning women were: shortage of time, school-related anxiety, role conflict, money problems, child care, study skills, counseling deficiencies, and problems with instructors. Further, 60% of the respondents reported their families were not supportive of their return to school. Overall, three types of returning women were identified: (1) single women, in their 20's or 30's, probably divorced or separated with children to support, who are seeking a career and who are practical, confident, and purposive; (2) married women, in their 20's or 30's, with children at home, who attend school seeking a career or personal fulfillment, but who lack self-confidence; and (3) married women, in their 30's or 40's, with children 14 years and older, who attend school to fill empty time, who would like special counseling, and who are concerned about study skills. Recommendations made to meet the needs of the FCC's returning women included: expansion of financial aid opportunities, personal counseling, institutional commitment to women, and development of re-entry programs geared specifically to women. (Author/JDS)

ED 130 714

JC 760 595

Hunter, David

Nuclear Medicine Technology: A Suggested Two-Year Curriculum Manual.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date Jun 75

Note—163p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Associate Degrees, Community Colleges, *Course Content, Course Descriptions, *Curriculum Guides, *Health Occupations Education, Health Personnel, *Junior Colleges, *Radiologic Technologists, State Curriculum Guides, Technical Education

This curriculum guide prescribes an educational program for training nuclear medicine technologists. Following a brief section on program development, the curriculum is both outlined and presented in detail. For each of the 44 courses, the following information is given: (1) sequential placement of the course in the curriculum; (2) course description; (3) course and lab hours per week; (4) quarter hours credit; (5) prerequisites; (6) suggested textbooks; (7) course objectives; and (8) detailed course outline. The nuclear medicine technologist curriculum spans eight academic quarters and leads to the Associate in Applied Science degree. Studies in the history, philosophy, and procedures of nuclear medicine technology are interwoven with studies in the basic physical and social sciences and English and with clinical practice at hospitals and other clinical agencies. In addition to the curriculum outline, admissions policies are suggested. Appended are: an outline of the essentials of an accredited educational program, job descriptions, a career ladder chart, a description and cost listing of necessary program equipment, and suggested supplies. (Author/JDS)

ED 130 715

JC 760 596

Eller, Vencie M.

Nursing Education Options: Practical Nursing, Associate Degree Nursing.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date Feb 75

Note—378p.

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

Descriptors—Associate Degrees, Bibliographies, Community Colleges, *Course Content, Course Descriptions, *Course Objectives, *Curriculum Guides, Health Occupations Education, Health Personnel, *Junior Colleges, Nurses, *Nursing, Practical Nurses, State Curriculum Guides

Contained in this curriculum guide are information and guidelines deemed essential to administrators and faculty for planning, implementing, and evaluating a community college Nursing Education Options Program. The document is divided into five sections covering: program development; students and student support services; facilities, equipment, and instructional aids; and the curriculum, which is both outlined and presented in detail. For each course, the following information is given: (1) sequential placement of the course in the curriculum; (2) course description; (3) course and lab hours per week; (4) quarter hours credit; (5) prerequisites; (6) suggested textbooks; (7) central and contributory learning objectives; (8) evaluation criteria; (9) detailed course outline; and (10) an extensive bibliography. The instructional phase of the program is combined with student clinical experiences. The curriculum spans eight academic quarters and provides two exit points—after one year for students wishing to work as licensed practical nurses, and after two years for students wishing to work as registered nurses and who wish to receive the Associate Degree. Appended are materials related to the nursing program: sources of audiovisual materials, suggested admissions and academic policies, student records, criteria for student evaluation, an equipment list, and a general bibliography. (Author/JDS)

ED 130 716

JC 760 597

Overton, R. Jean

Resource Unit, Personal Finance (Budgeting, Saving, Spending, Credit). Revised.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date 75

Note—30p.; Pages 9 through 11 of the original document may reproduce poorly

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Budgeting, Community Colleges, Credit (Finance), *Curriculum Guides, Instructional Materials, *Junior Colleges, *Money Management, *Resource Units

Identifiers—Personal Finance Training

Teaching students to knowledgeably handle their personal finances is the central objective of the units presented in this curriculum guide. Included are four sections addressing budgeting, saving, spending, and credit. Each section includes a description of appropriate information to be presented, activity experiences intended to facilitate student participation and learning, titles of audiovisual materials relevant to the topic of concern, and suggested instructional techniques. Appended are course-related materials, including a personal finance pre-test, a budget plan form, a statement of expenses form, and an expenditure "pie" chart. (Author/JDS)

ED 130 717

95

JC 760 598

Taylor, Lee Roger, Jr.

English Grammar Made Difficult! Volume 1.

Beaufort County Technical Inst., Washington, N.C.; North Carolina State Dept. of Community Colleges, Raleigh.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—149p.; For Volume 2, see JC 760 599

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Autoinstructional Aids, Community Colleges, *English Instruction, *Grammar, *Junior Colleges, Learning Modules, Programmed Instruction, *Programmed Texts, *Programmed Units, Remedial Courses

This volume contains the first 13 of 28 individualized programmed units on basic English grammar, intended for use in developmental or guided studies for students with deficiencies in English. The units may be used separately or in sequence as a comprehensive course. The approach taken is neither wholly traditional (prescriptive) or transformational (proscriptive), but is a structural and functional examination in a sarcastic and humorous vein of the language we speak and write. In general, rules are ignored,

and functional descriptions are emphasized only after their use has been observed. In each unit, the unit objective is specified, terms are defined, and exercises intended to facilitate student learning are included. The units cover: (1) introduction; (2) nouns; (3) pronouns; (4) adjectives; (5) verbs; (6) adverbs; (7) prepositions; (8) conjunctions and interjections; (9) finding verbs; (10) the subject; (11) introduction to the verb cluster; (12) the direct object; and (13) the indirect object. For each unit, relevant references are listed. A student self-test is included at the end of each unit, followed by an answer key. (Author/JDS)

ED 130 718 95 JC 760 599

Taylor, Lee Roger, Jr.

English Grammar Made Difficult! Volume 2.

Beaufort County Technical Inst., Washington, N.C.; North Carolina State Dept. of Community Colleges, Raleigh.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—202p.; For Volume 1, see JC 760 598

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Autoinstructional Aids, Community Colleges, *English Instruction, *Grammar, *Junior Colleges, Learning Modules, Programed Instruction, *Programed Texts, *Programed Units, Remedial Courses

This volume contains the final 15 of 28 individualized programmed units on basic English grammar, intended for use in developmental or guided studies for students with deficiencies in English. The units may be used separately or in sequence as a comprehensive course. The approach taken is neither wholly traditional (prescriptive) or transformational (proscriptive), but is a structural and functional examination in a sarcastic and humorous vein of the language we speak and write. In general, rules are ignored, and functional descriptions are emphasized only after their use has been observed. In each unit, the unit objective is specified, terms are defined, and exercises intended to facilitate student learning are included. The units in this programmed text cover: (14) the predicate nominative; (15) the predicate adjective; (16) the predicate; (17) the sentence I; (18) clauses and phrases I; (19) clauses and phrases II; (20) sentences II; (21) sentences III; (22) sentences IV; (23) sentence intonation and punctuation I; (24) sentence intonation and punctuation II; (25) the infinitive; (26) the participle and the gerund; (27) sentence expansion describer patterns; and (28) word order. For each unit, relevant references are listed. A student self-test is included at the end of each unit, followed by an answer key. (Author/JDS)

ED 130 719 JC 760 600

Overton, R. Jean

Real Estate Education: A Curriculum Guide for a Two-Year Post Secondary Program.

North Carolina State Dept. of Community Colleges, Raleigh.

Note—376p.; Not available in hard copy due to small print in parts of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Associate Degrees, Community Colleges, *Course Content, *Course Objectives, *Curriculum Guides, *Junior Colleges, *Real Estate, Real Estate Occupations, State Curriculum Guides

This curriculum guide was designed to assist in the development of associate degree programs and/or options for real estate education in North Carolina community colleges. The real estate education program prescribed by this guide spans six academic quarters. The 28 courses listed cover such subject areas as real estate fundamentals, human relations, real estate law, architectural materials and methods, sales and brokerage, marketing, business communication, appraisal, investment and taxation, land use policy and government influence on real estate, and business management. Each course in the curriculum is both outlined and presented in detail, to include: the course description, class and laboratory hours per week, quarter hours credit, prerequisites, major divisions of course content, course objectives, suggested textbooks, and mode of evaluation. A detailed list of course objectives follows: for each objective, a content outline, suggested activity experiences (including readings), and evaluation criteria are given. General bibliographies are included for each course. Staffing and

facility requirements, and other considerations in program development are discussed in concluding chapters. Overall, the curriculum is designed to meet the licensing requirements prescribed by the North Carolina Real Estate Licensing Law. (JDS)

ED 130 720 JC 760 601

Office Simulation Activities.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date 74

Note—240p.; Developed as part of Simulations in Office Education course, University of North Carolina at Greensboro, July 8-24, 1974. Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Clerical Occupations, Community Colleges, Instructional Materials, *Junior Colleges, Office Occupations Education, *Office Practice, *Secretaries, *Simulation, *Teaching Methods, Teaching Techniques, Workbooks

This document consists of nineteen task simulations designed for use in developing the office skills of business education students. Each task simulation unit includes a description of the task, procedures for performing the task, and a listing of materials needed to perform the task. The task simulations included cover: (1) folding and inserting letters; (2) arranging correspondence; (3) incoming mail; (4) rough draft copies; (5) typing file cards; (6) supply requisitions; (7) invoices; (8) duplicating; (9) personality quiz; (10) job resume and application; (11) typewriting and composing; (12) partnership agreements; (13) medical forms; (14) inserting paper tape for ten-key adding machines; (15) bank-related tasks; (16) accounting; (17) role playing; (18) case problems and studies; and (19) in-basket problems. (JDS)

ED 130 721 JC 760 602

Schlesinger, Sue H., Ed.

The Humanities in Two-Year Colleges: Faculty Characteristics.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information; Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date 76

Note—71p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Affirmative Action, *College Faculty, Community Colleges, *Humanities, Job Satisfaction, *Junior Colleges, Part Time Teachers, Personal Values, Self Actualization, *Teacher Attitudes, *Teacher Characteristics, Teaching Conditions, Teaching Quality

Contained in this document are the results of nine studies in which various aspects of two-year college faculty were investigated. Data used in the studies were obtained from a 1975 nationwide study of 1,998 two-year college faculty, of whom 1,493 were humanities instructors and 505 were non-humanities faculty members. The areas investigated include: (1) characteristics of the well-functioning faculty member; (2) characteristics of outstanding instructors; (3) identification of interdisciplinary instructors; (4) part-time humanities instructors; (5) faculty attitudes toward affirmative action; (6) a comparison of fine arts instructors and social scientists; (7) dominant faculty values; (8) faculty preferences for self-actualization versus salary; and (9) job satisfaction and working conditions. The investigators were: Victor Cruz-Cardona, Andrew Hill, Don Karvelis, Rose-Lise Obetz, Sue H. Schlesinger, Eleanor Hammer, Josephine M. Fay, Len O'Hara, and Jack Friedlander. (JDS)

ED 130 722 JC 760 603

Schade, Herbert C.

A Comparison of Student Characteristics Between Two Academic Years, 1971-72 and 1974-75.

Institutional Research Report 3-75.

Crowder Coll., Neosho, Mo.

Pub Date Jul 75

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, *Comparative Analysis, Computer Programs, Demography, *Educational Trends, High School Graduates, Institutional Research, *Junior Colleges, *Junior College Students, Parental Background, Statistical Analysis, *Student Characteristics

Identifiers—Crowder College

Statistical comparisons were made between twenty-three characteristics of students enrolled at Crowder College from two academic years, 1971-72 and 1974-75. The twenty-three characteristics were divided into three categories: personal information, high school information, and college information. A program was written (HP language) for automatic computation of the chi-square contingency test on the data by a programmable calculator. Results of the study indicated that students in 1974-75 were more likely than 1971-72 students to be older, married, living independently of their parents, not to be recent high school graduates, to be enrolled part-time, and in a career program. No significant differences were found on only 7 of the 23 characteristics, including sex distribution, previous college experience, and 1971-72 parental education background. It was concluded that Crowder College underwent many changes between the two academic years studied; part of the overall change was ascribed to the dramatic institutional growth over these years. The statistical program is appended. (JDS)

ED 130 723 JC 760 604

Central College Data Book.

Central Coll., McPherson, Kans.

Pub Date [76]

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Church Related Colleges, College Faculty, Educational Finance, Educational Programs, Enrollment, *Junior Colleges, *Private Colleges, *Reference Books, *Statistical Data, Student Characteristics

Identifiers—Central College (Kansas)

Tabulated data relevant to several aspects of Central College, a private two-year church-related institution, are compiled in this data book. Content includes statistical data and information on: (1) the purposes, objectives, history, and accreditation and memberships of Central College; (2) full- and part-time faculty, faculty utilization, faculty salaries, and faculty-student ratio; (3) admission and enrollment, student demographics and religious preference, and student career choices; (4) the academic program of Central College and the academic backgrounds of enrolled students; and (5) institutional finances, including longitudinal income and expenditure statements, student financial aid funds, and endowment fund summary, and an annual fund gift income summary. (JDS)

ED 130 724 JC 760 605

Baughin, Judith A.

Individualized Instruction: A Case Study of One Successful Program.

Pub Date 30 Jun 75

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, *French, *Individualized Instruction, *Junior Colleges, *Language Instruction, *Learning Modules, Program Descriptions

Identifiers—Raymond Walters General and Technical College

Individualized instruction presents great potential for language teachers to meet their students' needs. At Raymond Walters General and Technical College, an individualized instruction program in French was developed and implemented. A conventional class was concurrently conducted to provide a basis from which the success of the individualized approach could be measured. The procedures of the individualized French class have evolved over the two-year period of its operation. Students are permitted to proceed at their own pace; the only grades given for the course are "A" and "B" since the student must minimally achieve 80% proficiency before continuing into further units. When students do not complete the required five units of coursework by quarter's end, they receive an "N" (no grade). Oral comprehension, reading, writing, and speaking are equally emphasized. Development of audio-lingual skills is facilitated through utilization of the language laboratory. Each unit of instruction has two sets of learning activities with specific objectives; grammar explanations and exercises, conversation and dialogue, new vocabulary, idioms, and other structural elements are presented through these activities. While individualized instruction is most demanding of the instructor's time, the individualized French program has been notably successful. (JDS)

ED 130 725

JC 760 606

Lazar, Gloria S.

Peer Teaching Assistants and English Composition in the Community College.

Pub Date May 76

Note—10p.; Paper presented at the National Conference on Personalized System of Instruction in Higher Education, Washington, D. C., May, 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Communication Skills, Community Colleges, Composition (Literary), *Junior Colleges, *Peer Teaching, *Teaching Assistants, Tutoring, *Writing Skills

The Communication I course described in this paper effectively incorporates peer Teaching Assistants selected from within the community college environment. The course consists of: (1) a Writing Skills Lab covering twelve areas of basic skills, staffed by an instructor and five peer Teaching Assistants; and (2) a Writing Skills Workshop in which students apply grammatical skills learned in the Writing Skills Lab and develop organizational and analytical writing techniques. The "peer" element is singularly important in this environment. Students in the community college encompass a wide range of ages and backgrounds. Teaching Assistants likewise vary in age and outside careers. The peer Teaching Assistants, by virtue of their "student" similarity, can provide important emotional and psychological support to foster more comfortable corrections and tutorials in technical writing skills. A well-designed Teaching Assistant practicum is critical to the success of this course. After skill training and orientation, constant monitoring of peer Teaching Assistants is necessary. However, the benefits of the system far outweigh any difficulties encountered in the total process. (JDS)

ED 130 726

JC 760 607

Anderson, Edward

Black American English: A Survey of Its Origins and Development and Its Use in the Teaching of Composition.

Note—43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—American English, Community Colleges, *Composition (Literary), *English Education, English Instruction, Gullah, *Junior Colleges, Linguistic Patterns, *Negro Dialects, Negro History, Nonstandard Dialects, Sociolinguistics, Standard Spoken Usage, Teaching Methods, *Teaching Techniques

Identifiers—*Black American Code Switching Technique

Although some educators have advocated eradication of Black American English and other non-standard American English dialects in formal school training, it is recognized that many dialects are effectively used to a great degree by many Americans. Black American English, like other dialects, is a legitimate linguistic system that has logic, coherence, and grammaticality. A survey of its development shows it to be the result of a pidginization-creolization process that started with the West African slave trade, progressed through the development of the Gullah dialect, to Black American English. Notable contributors to this dialect have been West African and peasant English influences. A review of the literature indicates that there are desirable and advantageous features associated with use of Black American English; in certain situations it enhances the individual's ability to communicate effectively. Further, great value can be derived by both blacks and whites from use of this dialect. The Black American Code-Switching Technique is a strategy for teaching the utility of both standard and non-standard English forms and of enhancing student facility with each. Its use in the English composition classroom is discussed and a suggested curriculum outline is presented. An extensive bibliography is attached. (JDS)

ED 130 727

JC 760 608

Anderson, Edward

Attitudinal and Instructive Notes--Applications in the Community College English Composition Classroom.

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*American English, Community Colleges, Course Content, English Education, *Junior Colleges, *Language Instruction, *Nonstandard Dialects, Sociolinguistics, Stan-

dard Spoken Usage, *Teaching Methods, Teaching Techniques

Teachers' lack of understanding and knowledge about language and dialects has resulted in unfavorable attitudes and poor instruction in the community college composition classroom. Students' attitudes about the relationship between language and cultural background have been neglected and many Non-Standard English users have developed negative attitudes toward their own use of language. The central thrust of this document is to provide some positive teaching strategies for the English instructor in order to address this problem, and to enhance student awareness of varied rhetorical strategies, dialect interferences, similarities between Standard colloquial oral English and Non-Standard dialects, the relationship between and the diversity of American English dialects, the levels of language usage, and appropriate dialect usage for particular situations. Among the teaching strategies that can be used to the benefit of all students in changing attitudes about language and dialects are: code-switching drills and conversations, word games, oral fluency drills, discussion of the lexical features of American dialects, dictionary consultation, verbal contests, and examination of folk literature. (Author/JDS)

ED 130 728

JC 760 609

Belby, Albert E. Corwin, Luene

Curricular Decision Making in Occupational Education: A Procedural Checklist and Guide. Research Publication 76-5.

State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.

Spons. Agency—New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Pub Date Sep 76

Grant—VEA-76-8d-583

Note—115p.; For related document, see ED 112 957

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Check Lists, Community Colleges, *Curriculum Evaluation, *Curriculum Planning, *Decision Making, Guides, *Junior Colleges, Manuals, Program Evaluation, *Program Planning, *Vocational Education

This field-oriented guide is designed to assist college personnel, particularly those involved with two-year occupational programs, in the planning and evaluation of curricula. The guide consists of four parts. Part I, the Checklist, is divided into seven sections (program identity, articulation, resources, students, employment, support, evaluation) representing factors to be considered in planning or evaluating a course or program. Each section presents numerous questions to be answered in the planning/evaluation process, and provides references to aids in answering the questions found in Part IV. Part II explains the use of the Checklist, including the generation of objectives for evaluation. Part III covers the development of a strategy for answering Checklist questions and describes the mechanics of the process. Part IV presents aids for answering specific Checklist items, including briefs, references, forms, worksheets, and questionnaires. (JDS)

ED 130 729

JC 760 610

Trani, Gilberta M.

An Examination of the Role of the Director of Allied Health Programs in the Governance of a Community College.

Pub Date 1 Dec 74

Note—57p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Administrator Responsibility, Community Colleges, *Department Directors (School), *Health Occupations Education, Health Personnel, *Junior Colleges, *Organization, Questionnaires, Surveys, Task Analysis

A questionnaire was sent to a sample of directors of Allied Health programs in seventy-two community colleges accredited by Middle Atlantic States in order to ascertain the organizational pattern of community colleges offering Allied Health programs and to analyze the responsibilities of directors of these programs. A response rate of 52% was achieved. Data obtained included information on the respondents' academic background, placement of the Allied Health program within the colleges' organizational structure, number of departments within the Allied Health

program, and the teaching and administrative responsibilities of the program directors. Major findings included: (1) the directors of Allied Health programs were not officially designated as administrators in community colleges; (2) the directors shared administrative responsibilities with staff and supervisors; and (3) the directors, in 42% of the responding colleges, were responsible for a separate division within the college. Establishment of Allied Health programs as separate divisions, and official recognition of the directors' administrative responsibilities by central administration, were recommended. Tabular survey data are included and the survey instrument is appended. (Author/JDS)

ED 130 730

JC 760 611

Trani, Gilberta M.

Assessment of Learning Gain of Nursing Faculty Members Following Completion of a Self-Instructional Sequence on Nursing Education Concepts.

Pub Date 28 Jan 76

Note—110p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*College Faculty, Community Colleges, Inservice Teacher Education, Instructional Design, Instructional Materials, *Junior Colleges, *Nursing, *Performance Based Teacher Education, *Programmed Units

This paper reports the results of a study conducted to: (1) design an instructional sequence to teach selected nursing curriculum development facts; (2) bring individual nursing instructors to a mastery level knowledge of basic theoretical models for nursing; and (3) demonstrate the applicability of the independent study approach to nursing education concepts and curriculum development. An instructional sequence on nursing education concepts was designed. Eighteen full- and part-time nursing instructors and a control group of baccalaureate holders were pre-tested on nursing education concepts. After completing the criterion-referenced instructional sequence, the nursing instructors evidenced a learning gain of from 15 to 65%; 11 of the nursing instructors and four control group members attained 80% mastery of the subject matter. Evaluation by the participants indicated that the self-paced programmed instruction facilitated the acquisition of nursing education facts. The use of mastery tests to identify the degree of knowledge of nursing education concepts held by newly-appointed nursing instructors, and use of the developed instructional sequence for orientation of new nursing instructors were recommended. Data are presented in tabular form and the instructional sequence is appended. (Author/JDS)

ED 130 731

JC 760 613

Annual Report to the Board of Trustees, School Year 1975-76.

Cuesta Coll., San Luis Obispo, Calif.

Pub Date 76

Note—102p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Ancillary Services, *Annual Reports, Budgets, Cocurricular Activities, Community Colleges, Community Services, Curriculum, Expenditures, *Junior Colleges, Operating Expenses, School Personnel, *Statistical Data, Student Enrollment, Student Personnel Services

Identifiers—*Cuesta College

A comprehensive picture of college operations for the 1975-76 academic year is presented in this report to Cuesta College's Board of Trustees. Included are data and narratives concerning: (1) curriculum; (2) personnel; (3) library learning center; (4) evening division and summer session; (5) community services; (6) vocational education; (7) financial aids; (8) student employment; (9) veteran enrollment and services; (10) interdistrict attendance; (11) student government; (12) student services to the handicapped; (13) intercollegiate athletics; (14) vehicle registration, parking, and security; (15) study center; (16) Office of Business Services operations, including a summary of statistical data, planning and construction of new facilities, general budgets, building and facility use, and a statement of changes in fixed assets; and (17) Office of Public Information operations including news releases, publications, advertising, community relations, and special projects. Appended are a survey of 1975 graduates, a grade summary of Cuesta transfer

students at the California State University (1975), a report of student use of Career Center, demographic data on Project Outreach, and a student association balance sheet through May 1976. (JDS)

ED 130 732 JC 760 614
Genesis: A Report to the National Endowment for the Humanities by the Coast Community College District.

Golden West Coll., Huntington Beach, Calif.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Note—59p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Community Colleges, Course Descriptions, General Education, *Humanistic Education, *Humanities, *Interdisciplinary Approach, *Junior Colleges, *Program Descriptions, Program Development
Identifiers—Golden West College

This document describes the planning and implementation of an interdisciplinary humanities program at Golden West College. A planning committee sought input from faculty and students in order to determine what needs were not being met by current general education requirements and to determine how an integrated program could be developed involving a mixture of cognitive, affective, and experiential learning. A pilot program was developed, requiring ten hours of class time per week, and offering a variety of learning activities such as films, lectures, seminars, workshops, readings, and independent studies. The one-semester pilot course consisted of three segments: (1) Bases of Human Relationships, (2) Alienation, and (3) Love and Friendship. The last week of the course, Celebration Week, provided students an opportunity for presentation of projects and performances. For each segment of the course, the document provides a listing of suggested lectures and panel discussions, suggested media, questions for seminar discussions, and workshop topics. Also provided is a general description of the program's purposes, goals, interdisciplinary mechanisms, learning activities, individual activities, administration, and evaluation. A section of the report outlines a five-year plan for program development and expansion. (JDS)

ED 130 733 JC 760 615
Progress and Prospect: A Report Submitted to the Governing Board of the Maricopa County Community College District.

Maricopa Technical Community Coll., Phoenix, Ariz.
Pub Date 6 Nov 76
Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—*College Planning, College Role, Community Colleges, *Delivery Systems, Educational Objectives, Educational Parks, Educational Trends, *Junior Colleges, Off Campus Facilities, Program Development, *Self Evaluation, Statistical Data

Identifiers—Maricopa Technical Community College

This two-part report seeks to outline the progress made to date by Maricopa Technical Community College (MTCC) through its first eight years of operation, and to recommend specific actions which might be taken in the future by the college to insure its continued progress and response to community needs in light of constraints on funding and increasing demand for programs. Part I relates MTCC's philosophy, purposes, and goals, and provides information on facilities, personnel, instruction, students, degrees and certificates granted and job placements recorded, and costs. Appended to Part I are tables and graphs displaying data on enrollment, personnel, cost, and off-campus locations. Part II outlines four options for the future direction of MTCC, including: maintenance of the status quo; development of educational centers with specialized instructional emphases; development of a comprehensive campus and program; and, development of a multi-educational level educational park. Requirements, benefits, risks, and implications for each option are presented. The option recommended to the governing board is the development of educational centers with specialized instructional emphases. (JDS)

ED 130 734 95 JC 760 616
Analysis of Persistence After Four Semesters, Fall 1974 Entering Students. Student Flow Project, Report No. 15.

Hawaii Univ., Honolulu. Community Coll. System.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Nov 76
Note—63p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Age, College Credits, College Majors, Community Colleges, *Dropouts, Grade Point Average, *Junior Colleges, *Longitudinal Studies, Part Time Students, *Persistence, School Holding Power, Student Behavior, *Student Characteristics
Identifiers—*Student Flow

An analysis of persistence of 9,171 fall 1974 entering students in Hawaii community colleges, by various characteristics, was conducted. Characteristics focused on were: sex, age, marital status, high school background, entry, status (full- or part-time), educational objective, program, grade point average (GPA), and credit completion ratio. Data were analyzed for the community college system total and for each campus by the student characteristics, as well as for each campus by program clusters enrolling at least 50 students and by student characteristics. A general profile of persisters indicated they were: below 19 years of age at time of entry, had attended Oahu public high schools, were full-time students, were working for A. S. degrees, were enrolled in the business or hotel/food services program, had GPA's of 2.0-2.9, and had high credit completion ratios. Non-persisters were found in high proportion among the 22-24 year old group, students who graduated from high schools on the mainland or U.S. possessions, part-time students, students with GPA's below 2.0, and students who completed less than half of their attempted credits. Overall, 30% of the fall 1974 entering students attended one semester only, 22% attended two semesters, 11% attended three semesters, 29% attended four semesters, and 8% graduated. Appended are detailed tables on persistence rates—total and disaggregated. (Author/JDS)

ED 130 735 JC 760 617
Feldman, Beverly Neuer
A Study of Students' Career Choices in Relationship to Job Opportunities in the Field of Child Development.

Pub Date 19 Jul 76
Note—40p.; Ed.D. Practicum, Nova University
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Career Awareness, *Career Choice, *Career Planning, *Child Development, Community Colleges, Job Market, *Junior Colleges, Junior College Students, Occupational Clusters, Occupational Guidance, *Occupational Information, Preschool Teachers, Questionnaires

A questionnaire was administered to 85 Child Development majors at Los Angeles Valley College in the spring of 1976 in order to assess the relationship of career information provided to students in Child Development and the range of vocational options selected. Results showed that the majority of students chose the single career track of nursery school teacher as a vocational goal, even though job opportunities were few and remuneration minimal. No significant differences in career choice were found between those students who had received career information and those who had not. From the evidence, it seemed likely that the career information received by students may have been misinformation. It was recommended that increased emphasis be placed on obtaining and disseminating current job market information, that communication between career information resources (counselors and staff) be strengthened, and that formalized vehicles for information dissemination be established as part of the Child Development program. A list of Child Development professions and requirements, and the questionnaire utilized in the study are appended. (Author/JDS)

ED 130 736 JC 760 618
Selected Characteristics, Classified & Unclassified (Regular) Students, Community Colleges, Fall 1976.

Hawaii Univ., Honolulu. Community Coll. System.
Report No—CC-IRP-93

Pub Date Oct 76

Note—18p.; Table IV may reproduce poorly due to small size of type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Age, *College Majors, Enrollment Rate, *Enrollment Trends, *Junior Colleges, *Junior College Students, Part Time Students, *Student Characteristics, Student Enrollment Identifiers—*Hawaii

Enrollment increases in the seven colleges in the Hawaii community college system appear to have stabilized. Although enrollment increased by 1% in fall 1976 over fall 1975, some colleges reported decreases. Of the total fall 1976 enrollment of 27,829, 75% were regular students, compared to 66% the previous year. For the fourth consecutive year, students were taking fewer semester hours (from 11.0 in fall 1975 to 10.8 in fall 1976). For the same four-year period there has been a proportional decrease in full-time students and an increase in part-time students. Males continued to outnumber females (55% to 45%). Mean age dropped from 25.0 years in fall 1975 to 24.7 years in fall 1976, but the modal group was the 18-19 age category. The proportion of continuing students increased at all but one campus; proportionately fewer (32%) new students enrolled, and the proportion of transfer students remained the same (12%). Distributions of students in liberal arts (48%) and vocational (44%) programs were similar to those reported in fall 1975. (JDS)

ED 130 737 JC 760 620
Roelfs, Pamela J.

Teaching and Counseling Older College Students. Educational Testing Service, Princeton, N.J. Institutional Research Program for Higher Education.

Pub Date 75

Note—5p.

Journal Cit—Findings; v2 n1 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Adult Counseling, *Adult Students, Community Colleges, *Conventional Instruction, *Junior Colleges, Junior College Students, Older Adults, Participant Satisfaction, Questionnaires, *Student Attitudes, Student Characteristics, *Student Needs, Students, Teaching Methods

Students 22 years of age and older clearly have counseling needs and instructional preferences that differ from those of college-age students. These conclusions were reached after a survey of 6,500 students in 27 diverse junior/community colleges. Among the major findings of the study were: (1) older students were less likely to experience academic problems than their college-age counterparts, tended to carry less heavy academic loads, and tended to be more motivated; (2) older students may need encouragement that higher aspirations are realistic; (3) program uncertainty seemed widespread among college-age students while only a few older students were uncertain about educational goals; (4) older students preferred instructor-centered instruction while college-age students preferred student-centered instruction; (5) college-age students were the most likely to feel unchallenged by their classes while students over 30 were six times as likely as students under 22 to be satisfied with instruction; and (6) older students generally spent more time studying than college-age students. The growing numbers of older students appear certain to require increased emphasis on quality of instruction and new approaches to counseling, particularly to help students budget time and balance their on- and off-campus roles. (Author/JDS)

ED 130 738 JC 760 621
Blai, Boris, Jr.

Anxiety Indices Among Harcum Faculty. Harcum Junior Coll., Bryn Mawr, Pa.

Report No—IRR-76-29

Pub Date Nov 76

Note—4p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Anxiety, *College Faculty, Institutional Research, *Junior Colleges, Private Colleges, Questionnaires, School Surveys

An anonymous survey of 70% (N=21) of Harcum Junior College's full-time faculty was conducted in the fall of 1976 in order to ascertain self-reported levels of anxiety and sources of anxiety among the faculty. Results indicated that 7.4% of the faculty felt a great deal of anxiety, 9.4% a considerable amount, 20.7% felt some,

21.1% felt little, and 41.4% felt no anxiety. Sources of anxiety for those respondents who reported some level of anxiety ranged from size of individual classes (66%) and adapting classes to individual differences in student ability, interest, and need (57%), to incompatible relationships with supervisors (26%) and faculty interpersonal relations (24%). It was concluded that, in general, the Harcum faculty expressed a low level of anxiety, particularly when compared to national sample rates. Survey data is reported in tabular form. (JDS)

ED 130 739

JC 760 622

Blai, Boris, Jr.

Implementing Institutional Research Findings.

Pub Date 76

Note—4p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Administration, Decision Making, *Institutional Research, *Post Secondary Education, Problem Solving, Research Directors, *Research Utilization

Although many agree that institutional research in higher education has come of age and is accepted as a part of institutional management, great variations exist in the extent to which institutional research findings are synthesized and utilized in management decision-making. A number of reasons can be identified as accounting for this phenomenon, among which are: (1) poor "selling" of the institutional research function to institutional leaders; (2) lukewarm support of the institutional research function; (3) failure to follow up after the report and/or recommendation has been made; (4) improper balancing of short-range problem solving and long-term considerations; and (5) existing constraints on executive management's decision-making alternatives. It should be noted that institutional researchers report to line managers who make the ultimate, binding decisions. Understanding and living within this framework of basic constraints and responsibilities is absolutely essential to any successful institutional research effort. (Author/JDS)

ED 130 740

JC 760 623

Springer, J.

Handbook [and Tool Kit] to Initiate College & Religious Community Cooperation.

Spons Agency—American Baptist Churches, Valley Forge, Pa.

Pub Date Nov 76

Note—31p.

Available from—J. Springer, P. O. Box 282, Oakmont, Pennsylvania 15139 (\$2.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Church Role, *Clergymen, Community Colleges, *Junior Colleges, Post Secondary Education, *Religious Organizations

This handbook and tool kit is designed for use by persons from a college or from the religious community who wish to explore and facilitate ways in which a variety of mutually enriching relationships can be discovered and established between religious congregations and a college. The handbook outlines the procedures to be used establishing relationships. The tool kit provides suggested areas of collaboration, an interview instrument for gathering data about a college, a listing of issues and topics which religious leaders could present as guest speakers in a variety of two-year college courses, and a model letter inviting religious leaders to serve as resource persons or guest speakers. An essay examining the styles of ministry in higher education is also included. (JDS)

ED 130 741

JC 760 624

Schivone, James

A Comparison of Two Proposals for a Community College Governance Charter.

Pub Date Aug 76

Note—52p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—College Faculty, Community Colleges, Decision Making, *Governance, *Junior Colleges, Policy Formation, *Teacher Attitudes, *Teacher Participation

Identifiers—Borough of Manhattan Community College, *Participatory Governance

Two proposed college governance plans for the Borough of Manhattan Community College (BMCC) were compared to determine which plan allowed for the greatest participation of all members of the college community in campus deci-

sion-making. A questionnaire submitted to a sample of BMCC faculty provided data for comparison. Results indicated that faculty members were not aware of the history of the development of governance procedures at the college. Few faculty had been directly involved in the development of either plan. Although the response was low regarding faculty opinions on which plan was considered to be more feasible, democratic, and flexible, a plan previously rejected by the college administration was preferred. It was felt that this plan permitted greater opportunity to achieve maximum potentials on the job, to be self-directing, and to establish individual standards for productivity and quality. However, the alternate plan was felt to provide greater opportunity for involvement in decision-making at the college. Portions of both plans are included in the report. (Author/JDS)

ED 130 742

JC 760 625

Faculty Master Agreement, September 1, 1975 to August 31, 1977. Oakland Community College.

Oakland Community Coll., Farmington, Mich.

Pub Date 1 Sep 75

Note—89p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Collective Bargaining, Collective Negotiation, Community Colleges, *Employer Employee Relationship, *Junior Colleges, *Negotiation Agreements, *Teacher Associations

Identifiers—Oakland Community College

Twenty-eight articles and ten appendices contractually agreed to by Oakland Community College (Michigan) and the Oakland Community College Faculty Association constitute this collective bargaining agreement. Areas covered by the contract include: recognition, conditions of work, conditions of employment, staff reduction, evaluation, discharge and demotion, sabbatical leave, vacations, holidays, sick leave, leaves of absence without pay during individual contract period, bereavement leave, leaves of absence without pay, group insurance and retirement, grievance procedure, community education, academic freedom and ethics, retirement, faculty relations committee, vacancies and transfers, financial responsibility, overloads, salaries, rights of the board of trustees, miscellaneous provisions, separability and savings clauses, waiver, and term of agreement. Appendices cover: minimum qualifications and procedures for employment, departments and department heads, statement on ethics, academic calendar, salary schedule, Association-Board relations, fringe benefits, the Faculty Association, course classifications for faculty load, and coaching supplemental contracts. (JDS)

ED 130 743

JC 760 626

Michael, Mary Ellen

Student System, On-Line Registration.

Montgomery Coll., Rockville, Md. Data Systems Center.

Pub Date Oct 76

Note—107p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Community Colleges, Computer Oriented Programs, *Data Processing, *Information Systems, *Junior Colleges, *On Line Systems, *School Registration, Student Records

This report provides technical information on an on-line student registration system developed by Montgomery College. Part I, Systems Development, describes the background, objectives and benefits, system design, and reports generated by the system. Part II, Operating Instructions, describes input forms, registration system functions, file maintenance for various types of transactions, and general information for the terminal operator. Part III, System Controls, describes the responsibilities of the Records Office and the Data Systems Office in maintaining the system. Flow charts are included throughout the report to graphically display the various computer processes. Pictures of data displays on computer terminals illustrate the functions and capabilities of the system. (JDS)

ED 130 744

JC 760 627

White, Stephen R.

Student System, On-Line Admissions.

Montgomery Coll., Rockville, Md. Data Systems Center.

Pub Date Oct 76

Note—90p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Admission (School), *College Admission, Community Colleges, Computer Oriented Programs, *Data Processing, *Information Systems, *Junior Colleges, *On Line Systems, Student Records

This report provides technical information on an on-line admissions system developed by Montgomery College. Part I, Systems Development, describes the background, objectives and responsibilities, system design, and reports generated by the system. Part II, Operating Instructions, describes input forms and controls, admission system functions, file maintenance, error messages and correction procedures, special functions, and system security features. Flow charts are included to graphically display the various computer processes. Pictures of data displays on computer terminals illustrate the functions and capabilities of the system. (JDS)

ED 130 745

JC 760 629

Kerstiens, Gene

A Pilot Study to Assess the Effectiveness of the Recruitment Strategies and the Treatment of Non-Traditional Students Involved in a Short-Term Communications Course.

Pub Date 22 Dec 76

Note—45p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Communication Skills, Community Colleges, English Education, Individualized Instruction, *Junior Colleges, Learning Laboratories, *Remedial Courses, *Short Courses, Student Recruitment

Identifiers—New Purdue Test in English, *Non-traditional Students

A study was conducted to identify and evaluate effective recruitment strategies and the effectiveness of a short-term, individualized audio-tutorial course designed to improve the communications skills of non-traditional students. Subjects were 30 students enrolled in and completing the individualized course, Learning Skills I, and 30 control students. Experimental group students were interviewed in order to determine how they were recruited for the course. Results indicated that 67% of the subjects had been purposefully recruited into the course by counselors, the learning skills center, or by instructors. Subjects were pre- and post-tested on The New Purdue Test in English. Analysis of the mean scores for the experimental and control groups revealed no significant differences in the scores. No evidence was found indicating that the instructional treatment brought about any significant gains in the communications skills of the members of the experimental group. (Author/JDS)

ED 130 746

95

JC 760 630

Kintzer, Frederick C.

Articulation and Transfer. Topical Paper No. 59.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Note—50p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Advanced Placement, *Articulation (Program), College Credits, Computers, Educational Coordination, External Degree Programs, *Government Role, *Higher Education, High Schools, Junior Colleges, *Post Secondary Education, State Action, *Transfer Policy, Upper Division Colleges

Identifiers—Experiential Learning

The focus of this paper is on major trends influencing articulation and transfer, with primary attention given to statewide influences in translating various features of experiential learning into formal credits. Eleven major trends affecting articulation/transfer are identified and discussed. These include (1) increasing control of public education by state governments; (2) interest and involvement of the federal government and national agencies; (3) diversified advanced placement allowances; (4) work experience applied toward university or community college degrees; (5) development of external degree programs associated with new or existing systems of post-secondary education, and degree programs offered by non-educational organizations; (6) alternative grading procedures; (7) expansion of multi-unit systems; (8) creation of upper-division or upper-level universities; (9) curricular diversity in all types of institutions; (10) improved computer technology applied to the process of articulation and transfer; and (11) greater attention to

community college-high school articulation. The education profession is under pressure to establish uniform equal access and opportunity so as to allow students to pursue individual educational goals. Professional educators at the institutional level are best able to establish policies toward that end. (Author/JDS)

ED 130 747 JC 760 631

Lanier, Dorothy C.
The Textual Puzzle Technique.
Pub Date [76]

Note—9p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Community Colleges, Composition Skills (Literary), *English Instruction, *Junior Colleges, Paragraphs, *Puzzles, *Sentence Structure, *Teaching Techniques

Textual puzzles may be used in freshman composition or introduction to writing courses to emphasize word order and subject-predicate agreement. These sentence puzzles demonstrate that the English language depends primarily upon word order to convey meaning, and assist students to avoid blending statement and question word order in their sentences and to identify and correct their own errors in subject-verb agreement. Puzzles may be simple or complex, and may be used with individuals or groups. Once sentence puzzles have been mastered, paragraph puzzles (arranging sentences in logical order) and composition puzzles (shifting paragraphs to their most effective position) may be utilized. Several textual puzzles based on newspaper headlines are included in this paper, as are suggestions for other sources of textual puzzle materials. (Author/JDS)

PS

ED 130 748 PS 008 608
The Child Development Associate Credential and the Credential Award System.

Child Development Associate Consortium, Inc., Washington, D.C.
Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date 76
Grant—OCD-H3296-D/H/O
Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Child Care Centers, *Child Care Workers, Child Development Centers, Consortia, *Credentials, Day Care Programs, *Evaluation Methods, Nursery Schools, Performance Based Teacher Education, *Performance Criteria, Preschool Education, *Preschool Teachers, *Teacher Evaluation

Identifiers—*Child Development Associates
This document describes, in question and answer format, the Credential Award System through which the Child Development Associate (CDA) Consortium regulates assessment of child care personnel who apply for the CDA credential. A private, non-profit organization of national professional associations, the CDA Consortium was founded in 1972 with the aim of developing a system for (1) assessing the competence of individuals working with 3- to 5-year olds in early childhood centers and (2) awarding the CDA credential to persons assessed as competent. This system covers personnel in nursery schools, parent-child cooperatives, day care centers, Head Start programs and other center-based programs. After minimal eligibility requirements have been satisfied, a candidate is evaluated in six areas of competence in working with children: (1) establishment and maintenance of a safe and healthy learning environment, (2) advancement of physical and intellectual competence, (3) support of a positive self-image and individual strength, (4) promotion of harmonious interrelation between children and adults in a group environment, (5) development of good coordination between home and center with regard to child-rearing practices and expectations, and (6) ability to carry out supplementary responsibilities related to children's programs. Members of a Local Assessment Team—consisting of the candidate, a trainer, a parent-community representative and a Consortium representative—collect information on the candidate's performance, coordinate their judgments according to the Consortium's competence standards list, and determine whether the candidate should be awarded a credential. (BF)

ED 130 749 PS 008 723
Responsive Care Program. Final Report.
Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 30 Nov 73

Note—101p.; For related documents, see PS 008 773-776

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—Child Care, Cognitive Development, *Day Care Programs, Early Childhood Education, Evaluation Methods, Field Studies, Guides, Information Dissemination, Inservice Education, *Preschool Programs, Preservice Education, Program Content, *Program Development, *Program Evaluation, Questionnaires, Site Selection, Social Development, *Teacher Education

Identifiers—*Responsive Care Program, Syracuse University

The final report of the Responsive Care Program addresses itself to materials development. The Responsive Care Program was designed to facilitate the development of children's social and cognitive repertoires through provision of a rich environment and responsive instructional techniques. The Responsive Care Model was first implemented at Syracuse University with preschool children. Assumptions are that optimal learning is likely to occur when a child's basic physical needs are met in a rich environment to which the child has continued access and which provides possibilities for experiences that the child can assimilate and within which adults provide symbolic feedback directly and through modeling. Topics included in the final report are: publicizing the Responsive Care Program, training materials, program implementation materials, evaluation design and instrument selection, and field testing and staff training. Appendices include intentions and features of potential responsive care sites, a questionnaire for preschool programs interested in piloting the Responsive Care model, a memorandum of understanding (a cooperative agreement to implement pilot studies), and a materials packet used in training of directors. (Author/MS)

ED 130 750 PS 008 724
Report on Training of Directors of Responsive Care Pilot Sites (Syracuse University, September 24-28, 1973).

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Dec 73

Note—40p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Administrator Attitudes, Child Care, Cognitive Development, *Day Care Programs, Early Childhood Education, *Evaluation Methods, Observation, *Preschool Programs, *Preservice Education, Questionnaires, Social Development, *Supervisory Training, Task Analysis, Training Objectives, *Training Techniques

Identifiers—Day Care Directors, *Responsive Care Program, Syracuse University

This report stems from the observation of the training of Responsive Care pilot program directors. The Responsive Care Program was designed to facilitate the development of children's social and cognitive repertoires through provision of a rich environment and responsive instructional techniques. The Responsive Care Model was first implemented at Syracuse University with preschool children. The report deals with: a description of training which includes directors and Syracuse staff as trainers, training facilities, formal training plans, training materials and activities, trainers' roles and evaluation of the training. In the evaluation section there are discussions of utilization of training resources, directors' understanding of the program, and directors' feelings about training. The appendix contains materials used as part of the training program. (MS)

ED 130 751 PS 008 752
Elizabethtown Workshop for Trainer.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—National Coordination Center for Early Childhood Education, St. Ann, Mo.
Pub Date [73]

Note—525p.; Not available in hard copy due to marginal reproducibility of original document.

EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors—Case Studies, Classroom Environment, *Classroom Observation Techniques, *Early Childhood Education, Feedback, *Inservice Teacher Education, Lesson Plans, Positive Reinforcement, Preschool Children, Preschool Curriculum, *Preschool Programs, Preschool Teachers, *Preschool Workshops, *Program Content, Student Evaluation, Teacher Behavior, Teacher Evaluation, Teacher Role, Teaching Techniques

Identifiers—*DARCEE, Demonstration and Research Center Early Education

This large collection of the Demonstration and Research Center for Early Education (DARCEE) materials includes the Elizabethtown Workshop for Trainer; the Louisville Inservice Report; the Macon, Georgia, Inservice Report, which includes progress reports on the individual children in that program; and finally a large number of site visit observation/feedback reports made by DARCEE personnel. The main emphasis is on strategies, objectives and evaluation of classroom, staff, instructional procedures, and group activities. Information on DARCEE materials and techniques are found throughout the material. (MS)

ED 130 752 PS 008 764
Anderson, Zola

Getting a Head Start on Social-Emotional Growth: A Guide for Preschool Teachers.

Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date May 76
Grant—OCD-85-208-543-02

Note—97p.
Available from—Media Center, Meyer Children's Rehabilitation Institute, University of Nebraska Medical Center, 444 South 44th Street, Omaha, Nebraska 68131 (\$2.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Activity Learning, Adjustment (to Environment), Aggression, Behavior Problems, Classroom Environment, Discovery Learning, *Emotional Development, Emotional Problems, *Guides, Play, *Preschool Children, *Preschool Education, *Preschool Teachers, Self Concept, Self Control, *Social Development, Socialization, Social Relations, Teaching Methods

This booklet is designed to help the preschool teacher understand the children in her classroom and assist them in social-emotional development. The booklet has four objectives: (1) to increase the teacher's understanding of the child's needs; (2) to discuss ways the teacher can provide a climate for healthy emotional growth; (3) to help the teacher observe and evaluate behavior; (4) to give recommendations for children with serious emotional difficulties. Chapters explore stages of social-emotional growth, feelings and emotions, social-emotional needs, classroom intervention, coping with frustration, play and its meaning, focusing on the environment, self-concept and social-emotional development, limits and self-control, educational approaches to social-emotional growth, recognizing potential emotional problems and helping the child with emotional difficulties. (MS)

ED 130 753 PS 008 773
Lay, Margaret

The Responsive Care Manual: A Handbook for Administrators. Preliminary Draft Version.

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date May 73
Note—283p.; For related documents, see PS 008 723 and PS 008 774-776

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Child Care, Cognitive Development, *Day Care Programs, Early Childhood Education, Guides, Inservice Teacher Education, Instructional Materials, *Manuals, Parent Participation, Physical Environment, *Preschool Programs, Preservice Education, *Program Administration, Program Budgeting, *Program Descriptions, *Program Planning, Recordkeeping, Social Development, Staff Role, Teacher Role

Identifiers—*Responsive Care Program, Syracuse University

This handbook is intended as an aid to administrators in setting up a preschool program based on the Responsive Care Model and provides administrators with useful guidelines and resource materials. The Responsive Care Program was designed to facilitate the development of children's social and cognitive repertoires and was first implemented at Syracuse University with preschool children. Assumptions are that optimal learning is likely to occur when (1) a child's basic physical needs are met; (2) the child has continued access to a rich environment which provides possibilities for experiences the child can assimilate; (3) the child is free to determine the nature of his/her involvement; and (4) adults provide symbolic feedback directly and through modeling. Included are sections on physical setting, role of the teacher, staffing the program, parent involvement, training and program cost factors. Appendices include the Child Repertoire Record Assessment forms as well as material, equipment and ideas for implementing the program. (MS)

ED 130 754

PS 008 774

Lay, Margaret And Others

The Responsive Care Program: Teacher's Guide. Preliminary Draft Version.

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Jun 73

Note—55p; For related documents, see PS 008 723 and PS 008 773-776

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Child Care, Classroom Arrangement, Classroom Environment, Cognitive Development, *Day Care Programs, Decision Making, Discipline, Early Childhood Education, *Preschool Programs, *Program Descriptions, Social Development, *Teaching Guides, *Teaching Methods

Identifiers—*Responsive Care Program, Syracuse University

This preliminary draft version of a teacher's guide describes the philosophy of informal responsive instruction and characteristics of the Responsive Care Program. The notebook is intended to help teachers in the Responsive Care Program organize materials describing the program and materials related to their training. The Responsive Care Program was designed to facilitate the development of children's social and cognitive repertoires and was first implemented at Syracuse University with preschool children. Assumptions are that optimal learning is likely to occur when (1) a child's basic physical needs are met; (2) the child has continued access to a rich environment which provides possibilities for experiences the child can assimilate; (3) the child is free to determine the nature of her/his involvement; and (4) adults provide symbolic feedback directly and through modeling. Part I provides introductory material. Part II includes sections on the center; explorations of teaching and learning; general orientation to the Responsive Care Program; schedules for training sessions; active, task and expressive areas; overview of the day; special children; Child Repertoire Assessment Record; outdoor play; invitational activities; enforcing ground rules; adult ground rules; and decision-making procedures. (MS)

ED 130 755

PS 008 775

Lay, Margaret

Staff Training Plans for the Responsive Care Program Implementation.

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Jul 73

Note—39p; For related documents, see PS 008 723 and PS 008 773-776

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Child Care, Classroom Arrangement, Cognitive Development, *Day Care Programs, Early Childhood Education, *Inservice Teacher Education, *Preschool Programs, *Preservice Education, Program Content, Program Development, Social Development, Teacher Education, *Teaching Methods, Training Objectives

Identifiers—*Responsive Care Program, Syracuse University

This paper describes preservice and inservice training for the staff of the Responsive Care Program. The Responsive Care Program was designed to facilitate the development of children's social and cognitive repertoires. The Responsive Care Model was first implemented at Syracuse University with preschool children. Assumptions are that optimal learning is likely to occur when (1) a child's basic physical needs are met; (2) the child has continued access to a rich environment which provides possibilities for experiences the child can assimilate; (3) the child is free to determine the nature of his/her involvement; and (4) adults provide symbolic feedback directly and through modeling. Objectives, content and alternative strategies for each of the preservice training units are outlined. Training units include: explorations of teaching and learning; general orientation to responsive care program, preparation of/for active, task, and expressive areas, outdoor play, invitational activities; staff responsibilities; preparation for special children; planning for use of Child Repertoire Assessment Record; and preparation for individual work. Inservice training packets are briefly described. (MS)

ED 130 756

PS 008 776

Syracuse Responsive Care Program (Cooperative Development Program).

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 18 Apr 73

Note—125p; For related documents, see PS 008 723 and PS 008 773-775

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Child Care, Cognitive Development, Data Analysis, *Day Care Programs, Early Childhood Education, Information Dissemination, Measurement Instruments, Objectives, *Preschool Programs, Program Administration, Program Budgeting, *Program Descriptions, *Program Development, *Program Evaluation, Social Development

Identifiers—*Responsive Care Program, Syracuse University

This document describes the objectives, development and evaluation of the Syracuse Responsive Care Program. The Responsive Care Program was designed to facilitate the development of children's social and cognitive repertoires, and was first implemented at Syracuse University with preschool children. Assumptions are that optimal learning is likely to occur when (1) a child's basic physical needs are met; (2) the child has continued access to a rich environment which provides possibilities for experiences the child can assimilate; (3) the child is free to determine the nature of his/her involvement; (4) adults provide symbolic feedback directly and through modeling. Described are the program objectives, accomplishments to date, development plan (including program products and materials developed by Syracuse University and Central Midwestern Regional Educational Laboratory (CEMREL), evaluation plan (including instruments designed by CEMREL to evaluate the program), dissemination plans, staffing plan, management plan, and budget. In addition the vitas of those responsible for the program are included. (Author/MS)

ED 130 757

PS 008 826

Spodek, Bernard

Fostering Intellectual Development - Reexamined 22 Years Later.

Pub Date 30 Jun 76

Note—13p; Paper presented at the Bicentennial Conference on Early Childhood Education, University of Miami (Miami, Florida, June 30, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Child Development, *Children, Cognitive Development, Cultural Factors, *Curriculum Planning, *Early Childhood Education, *Educational Theories, Humanistic Education, *Intellectual Development, Science Instruction, *Theoretical Criticism, Values

Identifiers—Epistemology, Freedom, *Piaget (Jean)

Using the book "Fostering Intellectual Development in Young Children" by Kenneth D. Wann and the book's impact on education as a point of departure, this paper presents a way of looking at the early childhood curriculum that

goes beyond the book but is in keeping with its concerns for the education of young children. The book was a forerunner of the new period in early childhood education where the focus began to be on the intellectual as well as the social domain. A 3-dimensional model is suggested that can be used in judging programs for young children using the value framework of liberation. An analysis of many current programs would suggest that they operate against children's liberty because judgments of what is good, true, right or possible are kept out of their hands. Approaches that help children test the validity of what is taught in ways that are independent from the teacher need to be a part of any curriculum that is liberating. Different forms of knowledge require different methods of validation as well as different methods of teaching and learning. (Author/MS)

ED 130 758

PS 008 831

Fein, Greta G.

The Social Competence of Play.

Pub Date Apr 76

Note—16p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Developmental Stages, Early Childhood Education, Educational Research, *Infants, Observation, Peer Relationship, Play, *Preschool Children, *Pretend Play, *Role Playing, *Social Development, *Social Maturity, Toys

This is a study of how young children gain social competence through pretend play or role playing. Subjects were 38 Caucasian children (19 females, 19 males) who were observed at four ages: 12, 18, 24 and 30 months. The same set of toys, which included a doll, a saucer, doll bottles, coffee mug, teacup, teaspoon, doll crib, blanket, toy phone and dump truck, was presented to children of all ages during individual 10-minute sessions. After a short interval of free play, pretend play activities were encouraged with such statements as "The baby is hungry, feed the baby". Results showed that the percentage of children who pretended to feed increased from 42 percent at 12 months to 95 percent at 30 months, with the greatest leap between 12 to 18 months. There was also a shift from self as a recipient agent to the doll as a recipient agent. Even at 12 months children demonstrated little confusion between eating utensils. At 18 months, feeding is the predominant activity with the doll; older children were more likely to put the doll to sleep, dress, spank, and scold, etc. It is supposed that children create an informal child culture which changes in structure with increasing maturity. It is in the privacy and safety of play, with its principles of entry and organization, that children coordinate their movement toward the mastery of basic social conventions and principles. (MS)

ED 130 759

PS 008 833

Seaver, Judith W. Cartwright, Carol A.

Early Childhood Student Teaching.

Pennsylvania State Univ., University Park. Coll. of Education.

Pub Date 76

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Early Childhood Education, Educational Theories, Evaluation Methods, Guidelines, Measurement Instruments, *Performance Based Teacher Education, *Program Descriptions, Student Teachers, *Student Teaching, Teacher Behavior, *Teacher Evaluation, Teacher Placement

This document provides specific information about the design and implementation of the student teaching component of the Early Childhood Education program at the Pennsylvania State University. The core of the program is the study of three developmental theories -- behaviorist, cognitive-interactionist, and maturationalist -- and the performance of teacher behaviors congruent with each of the three developmental theories. Section I is a general description of the pluralistic theoretical core of the program and a rationale for the use of the three developmental perspectives. Each perspective is described as it relates to teaching practices. Section II describes both the national and local situation with regard to currently available program diversity. A dual placement program is described in which student

teachers work at two sites, each with a different theoretical perspective. Section III is a copy of the actual evaluation form used to assess competence in the student teaching experience, together with directions for its use. Section IV is a listing of the student responsibilities and supervision guidelines used in the program. (Author/SB)

ED 130 760 PS 008 838

Holthouse, Norman D. And Others
Achievement, Social Class and the Summer Vacation: The Effect of the Summer Vacation on the Reading, Language Arts, and Mathematics Achievement of Students from Various Socioeconomic Backgrounds.
Norfolk Public Schools, Va.
Spans Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 76

Grant—NE-G-00-3-0194

Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Achievement, *Achievement Gains, Achievement Tests, *Elementary Secondary Education, *Family Background, Family Income, Language Arts, Mathematics, Racial Differences, Reading Level, Research, *Socioeconomic Influences, Surveys

Identifiers—*Summer Vacations

Academic achievement gain scores (determined through the administration of standardized achievement tests) and socioeconomic data (determined by means of a confidential survey form) were gathered on 1567 randomly-sampled students in Grades 1-10 in a school representing a cross section of all socioeconomic backgrounds. Previous research suggested that students from various socioeconomic backgrounds have differential learning rates during summer vacation. Hotelling's One-Group T Square procedure indicated that the total group of subjects gained significantly from spring testing to fall testing. Additional analysis revealed that only black students exhibited significant growth in achievement. Contrary to previous research, there was no evidence that socioeconomic status was related to the summer change in achievement. Twenty pages of appendices include the survey form and data tables. (Author/SB)

ED 130 761 PS 008 839

Cohen, Dorothy H.

The Technological Distortion of the Child's World: The Loss of Interaction.

Pub Date 30 Jan 75

Note—28p.; Paper presented at the Annual Meeting of the American Association for the Advancement of Science (New York, New York, January 26-31, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Child Development, Children, Cognitive Development, *Commercial Television, *Early Childhood Education, Emotional Development, Fantasy, Learning, Models, Moral Development, *Play, *Social Change, Social Development, Social Factors, *Social Influences, Teacher Attitudes, *Technology

Identifiers—*Alienation

This paper discusses the effects of a technological society on the growth and development of children. There is a feeling among preschool and elementary teachers that many children today are excitable, unable to commit themselves to an activity, unable to concentrate well, and speak glibly without understanding. These teachers speculate that imagination may be gradually decreasing among today's children. Technology, which stresses efficiency and speed, results in a growing separation between individual effort and the product of that effort. People have come to measure themselves by the qualities prized in technology (speed, precision, strength, etc.) instead of human qualities (reflection, imagination, feeling, etc.). In a physical sense, children are surrounded by an environment that stresses bigness, the non-intimate, the non-personal, and the distant. Children's television presents images of images, mechanical and sterile versions of flesh and blood reality. Many children seem no longer able to play well, and play is crucial to the child's developing into a fully functioning adult. Although technology has the potential to expand and enrich the scope of human experience, it is urgent now that our focus be on countering its power to deplete and perhaps destroy significant aspects of human functioning. (MS)

ED 130 762 PS 008 847

Grimm, Hannelore

Analysis of Short-Term Dialogues in 5-7 Year Olds: Encoding of Intentions and Modifications of Speech Acts as a Function of Negative Feedback Loops.

Pub Date Sep 75

Note—26p.; Extended form of paper presented at the International Child Language Symposium (3rd, London, September 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Cognitive Development, *Early Childhood Education, Educational Research, *Egocentrism, Elementary School Students, Feedback, Grade 2, Kindergarten Children, *Language Development, *Psycholinguistics, Social Development, *Social Relations, *Verbal Communication

Identifiers—*West Germany

This study investigates how children, who have acquired a basic speech repertoire, introduce dialogues and how they then pursue their communicative purpose in the course of interaction. The subjects were 20 kindergarten children and 20 second graders, ranging in age from 5 to 5 1/2 and from 7 to 7 1/2. The significant questions pursued were: (1) How do children encode different intentions? Do they consider the position of the other partner in the process? (2) What social influence techniques do they use to achieve their communicative goal? (3) How do children react when their efforts fail? Each child interacted with a doll named Felix. (The experimenter spoke for the doll.) Five illocutionary acts were examined: asking, commanding, permitting, forbidding, and promising. Results are discussed in terms of how well the children succeed in their verbal realization of the various performatives; what speech indicators the children use to mark the illocutionary role; how the children change their social influence strategies as a reaction to the negative feedback loops; and how the children realize their intentions vocally and with gestures. (MS)

ED 130 763 PS 008 856

Routh, Donald K. Padan-Belkin, Efrat
Development of Activity, Conventional Play, and Vocalization in Infants and Preschoolers.

North Carolina Univ., Chapel Hill.

Pub Date Sep 76

Note—28p.; A preliminary version of this paper was presented at the Annual Meeting of the American Psychological Association (84th, Washington, D. C., September 4, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Age Differences, *Developmental Stages, *Early Childhood Education, *Infants, *Language Development, *Motor Development, Observation, *Play, Preschool Children, Sex Differences, Toys

This study was designed to provide observations of the vocalizations and language of infants and young children and of changes in the subjects' pattern of play with toys, as well as their locomotor activity in a playroom. One hundred infants and children ranging from 10 months to five years of age were observed for two 15-minute periods, one with toys present and one with no toys in the playroom. The playroom was modified from a previous study on children's activity level development by replacing tables and chairs with braided rugs on the floor. The child's mother sat in a closet in the room with the door half open so her child could have access to her. Locomotor activity tended to rise from age 10 months up to a peak at 18-23 months; it then decreased from that age group to 24-29 months. Unexpectedly, after that age there was a steady increase with age in amount of activity up to five years. When toys were present, time spent in conventional play increased with age from 15 months up to four years; there were sex and age differences in preferences for particular toys. Vocalization and talking increased steadily with age. A discussion focuses on procedural differences between this study and the study by Routh, Schroeder, and O'Tuama (1974) which might account for the present findings a developmental increase in activity rather than a developmental decrease. (Author/SB)

ED 130 764 PS 008 859

Terhune, Kenneth W.

The Paradoxical Status of the Only Child.

Pub Date Sep 76

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D. C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Birth Order, *Child Development, *Child Rearing, Economic Factors, *Family Characteristics, Family Planning, Family Structure, Intelligence Differences, Mental Health, Parent Child Relationship, Physical Health, *Research, Self Esteem, *Siblings, Social Development, Stereotypes

Identifiers—*Single Child Families

This paper explores the popular stereotypes and research relating to the single child family. Advantages small families experience include more money available for each child, more attention from parents, healthier children, higher intelligence among the children, and less family tension. Concern over only children centers on their being spoiled and having to deal with greater parental stress. Little evidence supports the notion that only children are spoiled. They do, however, exhibit slightly higher self-esteem which may contribute to the stereotype. Studies on mental health and family size indicate that adults reared in one and two child families are disproportionately represented among schizophrenics, neurotics, and alcoholics, though not among people with antisocial disturbances. Research has also found that only children were over-represented among obese patients. These results, however, are not conclusive. Surveys of only children have reported that 60% saw their lack of siblings as a disadvantage. These paradoxes—the prevalent view of the only child as spoiled despite contrary evidence, and the reported dissatisfaction of adults who were only children despite the numerous advantages—are discussed. (SB)

ED 130 765 PS 008 864

Virgin, Albert E. Crawford, Patricia

A Study of Kindergarten Teachers' Predictions of Their Pupils' Subsequent Performance and the Effects of an Intervention Program at the Grade 1 Level. Research Report.

North York Board of Education, Willowdale (Ontario).

Pub Date Dec 74

Note—12p.; For related documents, see PS 008 863-67

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Achievement Tests, Educational Programs, *Elementary Education, Elementary School Students, Foreign Countries, Interpersonal Competence, *Intervention, Kindergarten Children, Low Achievers, Pilot Projects, *Prediction, *Preschool Teachers, Rating Scales, *Self Concept, Volunteers

Identifiers—Ontario

This paper reports on an intervention program adopted by 73 North York, Ontario, elementary schools and used with 595 first grade pupils identified as likely to experience limited school success. Criteria for pupil selection were teachers' ratings, performance on the reading and numbers subtests of the Metropolitan Achievement Test (MAT) and the North York Primary Self Concept Inventory. Implementation was carried out by teachers and volunteers, including parents, university students and grade 6 pupils. Before and after studies demonstrated a gain in MAT and self concept scores and a change in class distribution scores. Follow-up studies on intervention are briefly described. (MS)

ED 130 766 PS 008 865

Virgin, A. E. Shecter, H. E.

Accuracy of Kindergarten Teachers' Predictions of Their Pupils' Subsequent Performance. Research Report.

North York Board of Education, Willowdale (Ontario).

Pub Date Jan 74

Note—26p.; For related documents, see PS 008 864-867

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Achievement, *Academic Failure, Achievement Tests, *Early Childhood Education, Educational Research, Elementary School Students, Kindergarten Children, Literature Reviews, *Prediction, *Preschool Teachers, *Rating Scales, Self Concept

Identifiers—Kindergarten Teachers, *Ontario

This study is part of a series of three studies related to the incidence and effects of grade repetition on elementary school children. The focus of this study was to determine whether kindergarten teachers are able to make accurate predictions about their pupils' general academic and reading achievement when they reach Grade 3. In the 1970/71 school year, a rating form was distributed to all participating kindergarten teachers in 14 schools. The teachers were asked to rank order their pupils in terms of achievement and predict future progress for these same pupils on a five point scale. If pupils were seen as likely to repeat a year, teachers were asked to include the reasons for their failure. Follow up occurred in 10 of the schools. Of the original 947 pupils 42.1% were presently in grade 3, and 4.5% in grade 2 in the same school. The Word Knowledge and Math Computation Tests of the Metropolitan Achievement Test (Elementary Form G) and the North York Self Concept Inventory (Revised Form) were used to assess the performance level of these pupils. From the results of the report, which are given in extensive tables, it is concluded that kindergarten teachers can predict the subsequent performance of their pupils on a group basis with, however, a number of exceptions on an individual basis. A review of the literature and a discussion of implications of the study are also included. (MS)

ED 130 767 PS 008 866

Math, Hannah Virgin, Albert E.

An Examination of Three Intervention Strategies with Primary Children. Research Report.

North York Board of Education, Willowdale (Ontario).

Pub Date Jul 75

Note—20p.; For related documents, see PS 008 864-67

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Achievement Tests, Foreign Countries, Grade 1, *Intervention, Learning Difficulties, *Performance Factors, Predictive Measurement, *Primary Education, Readiness, *Self Concept, Self Concept Tests, *Student Volunteers

Identifiers—Ontario

The purpose of this study was to examine the academic and social growth of first grade pupils whose teachers received one of the following sources of assistance: (1) information regarding pupil performance on academic and social measures early in the school year, (2) student volunteers who assisted the teacher on a regular basis, and (3) both test information and student volunteers. A sample of 727 first grade students in 30 classrooms participated in the study, conducted by the North York, Ontario, Board of Education. Of these, 111 were identified as likely to experience limited school success. Three treatment groups were established, corresponding to the three categories above, with student volunteers from York University pre-education and educational psychology programs. Participating first grade classes were tested early in the fall, with post-testing conducted late in the spring. Test instruments were: Metropolitan Achievement Test primer reading and numbers subtests and a primary self concept inventory developed by the North York Board of Education. Although results indicated no significant differences between the three treatment groups, there was definite variability between classes within each group. It was concluded that an intervention program produces greater than expected academic and self concept growth, supporting earlier findings from studies of similar programs in North York schools. (BF)

ED 130 768 PS 008 867

Crawford, Patricia

Intervention at the Grade Two Level, 1974 - 1975.

North York Board of Education, Willowdale (Ontario).

Pub Date Oct 75

Note—18p.; For related documents, see PS 008 864-66

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Achievement Tests, Foreign Countries, Grade 2, *Intervention, Learning Difficulties, *Performance Factors, Predictive Measurement, *Primary Education, *Reading Comprehension, *Self Concept, Self Concept Tests

Identifiers—Ontario

Following up on the previous year's study of first graders, this report describes a study of intervention at the second grade level in 73 North York, Ontario, public schools. Post-test data from the end of the first grade year were used to identify 417 pupils in need of special assistance in second grade. Post-testing was conducted near the end of the second school year, through the North York Intermediate Self Concept Inventory and the Metropolitan Achievement Test Primary II reading comprehension subtest. Data were collected for 206 of the 417 pupils identified for intervention. Results indicate that pupils identified for intervention in both years on the average showed a small improvement in their reading scores from 1st to 2nd grade, as well as in their self-concept scores over the course of the year. Although gains were small, it seems that pupils benefited from continued assistance in 1st through 2nd grade. Those pupils, however, who were not identified until the beginning of 2nd grade did not benefit as much. Pupils identified in 1st grade who showed sufficient improvement that they were not identified for 2nd grade maintained their performance in reading, but showed a slight decline in self-concept scores over the course of the second year. (BF)

ED 130 769 PS 008 868

Webb, Roger A.

The Second-Year Evaluation of the Style-Oriented Cognitive Curriculum in the I.V.Y. (Involving the Very Young) Program of the Baltimore City Public Schools and the Evaluation of the Baltimore City Day Care Center Training Program.

Baltimore City Public Schools, Md.

Pub Date Sep 74

Note—58p.; For 1973 report, see ED 097 973

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Annual Reports, Check Lists, *Cognitive Style, Cultural Disadvantage, Day Care Programs, *Intellectual Development, Intelligence, Intervention, Lesson Plans, Preschool Children, *Preschool Education, *Program Evaluation, *Social Factors, *Teacher Education

Identifiers—Involving the Very Young Program, *Maryland (Baltimore)

This is a report on the second year of an experimental study of a cognitive curriculum developed for the I.V.Y. (Involving the Very Young) Programs and a description of the evaluation of the day care staff training program of the Baltimore City Public Schools. The social factors which influence intellectual style, and the different systems of communication produced in different social classes are presented as causes of class differences in intellectual ability and as the focus of the IVY intervention program. The curriculum innovations and the evaluation from Year I were continued during Year II. A multivariate analysis of the Year I and Year II data indicated a significant Year X Treatment interaction. The differences between test performance of experimental and control group children found in Year I disappeared, due to the increase in the control group's performance. Test items for which normative data were available suggested that both groups were approaching national averages. Also included is an observational study of the effects of a program for training day care workers based in part upon the teaching strategy developed for the IVY program. Results indicated highly significant changes in the behavior of trained personnel. The report contains an extended theoretical analysis of the nature of cultural disadvantage and suggests appropriate targets for educational intervention. Appendices contain lesson plans, curriculum objectives, and a day care observation checklist used in the program. (SB)

ED 130 770 PS 008 869

Murray, Frank S. Garrett, Elizabeth C.

A Methodological Analysis of Reward on Same-Different Judgments in Children.

Pub Date Sep 76

Note—26p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D. C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Discrimination Learning, *Early Childhood Education, Grade 1, Kindergarten, Motivation, *Positive Reinforcement, Research, *Rewards, *Stimulus Behavior, *Stimulus Generalization

In this study, the effects of rewards on same-different judgments of size, color, and weight were investigated. Subjects were 45 children at the kindergarten and first-grade level. The children were assigned to one of three conditions: (1) rewarded for reporting black in the identification of the colors of balls contained inside gray jars, (2) rewarded for reporting white in the same task, or (3) not rewarded. Subjects were then required to respond "Same" or "Different" in size judgments of black, white, and gray discs presented for comparisons. Same-different judgments of the weights of black, white, and gray jars were also investigated. Results indicated that reward training did not differentially affect the same-different judgments of sizes or weights. However, differences in the mean discriminability of experimental groups and a suggestion of a contrast effect were demonstrated. Results and methodological changes in investigations of motivational factors on judgment are discussed. (Author/SB)

ED 130 771 PS 008 871

Mendelson, Morton J. Haith, Marshall M.

Spatial Effects of Sound on Visual Activity in Human Newborns.

Denver Univ., Colo.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Sep 76

Grant—NIMH-G-5-R01-MH23412-02

Note—14p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D. C., September 3-7, 1976); Based on part of dissertation submitted by first author to Harvard University in partial fulfillment of the requirements for Ph.D.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Auditory Perception, *Auditory Visual Tests, Infant Behavior, *Infants, *Perceptual Development, Research, *Visual Perception

Identifiers—*Neonates

This study investigated the possibility of a functional relation between the auditory and visual systems in the human newborn beyond reflexive organization. Visual activity was monitored in 16 newborns through the use of infrared corneal reflection video tape recording. Infants were observed in total darkness and while monocularly viewing a vertical bar presented either in the left or right part of the visual field. Sound was presented ipsilaterally and contralaterally to the bar. Results indicate that sound produced looking first toward the source and then away from the source, thereby spatially biasing exploratory visual behavior. The data suggest that audition and vision are related at birth in a manner that is not purely reflexive. (Author/SB)

ED 130 772 PS 008 874

Jones, Freda A.

Maternal Attachment to Infants During the Postnatal Period.

Pub Date Sep 76

Note—11p.; Filmed from best available copy; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D. C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Attachment Behavior, Developmental Stages, *Infant Behavior, *Infants, Literature Reviews, *Mothers, *Parent Child Relationship, *Research

Identifiers—*Neonates

This paper presents an overview of the literature on mother-infant attachment behavior. Attachment is defined by Ainsworth as involving affection, discrimination, observable behavior, active participation by both parties, and reciprocal response. The process of attachment is seen by Stone, Smith, and Murphy as taking place in three stages over the first year of the infant's life. In the first stage the baby is "addicted" to social objects. In the second stage the infant distinguishes its mother from others and responds to her selectively. In the third stage the child realizes that the mother is different and develops stranger anxiety. Recent investigations on the maternal component of attachment indicate that there is a period shortly after birth that is most important to mother-to-infant attachment. This critical period has been observed in animals. Common maternal behavior in postnatal contact has been observed in humans. Bowlby has posited that the instinctual responses of infants evoke

maternal behaviors in the mother. Ainsworth identified patterns of behavior in infants which seemed to mediate attachment. Harlow's research with infant rhesus monkeys supported the importance of social and emotional contact. The post partum separation of mothers and infants in hospitals that began in the United States at the turn of the century has become the subject of recent studies. The effects of separation on the mother have been measured in terms of behavioral responsiveness to the infant during an interaction event, such as nursing. Implications of this research into the importance of post partum interaction are discussed. (Author/SB)

ED 130 773 PS 008 893

Kaufman, Barry A. Banet, Bernard
Will the Real Jean Piaget Please Stand Up; A Critique of Three Piaget-Based Curricula, and a Rejoinder.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 76

Note—42p.

Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 151, \$2.10)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Abstract Reasoning, Cognitive Development, Comparative Analysis, Developmental Stages, *Early Childhood Education, Educational Change, Educational Innovation, Educational Theories, *Elementary School Curriculum, Experimental Curriculum, *Learning Processes, *Learning Theories, Logical Thinking, *Preschool Curriculum, Preschool Education, Semiotics

Identifiers—Epistemology, *Piaget (Jean)

The relationship between Piaget theory and its application in three early childhood programs is discussed in two papers with differing points of view. The first paper discusses Piaget's epistemology and presents a critical analysis of the three programs, concluding that only one of them is consistent with Piaget's epistemology. A rejoinder, challenging the first paper's analysis, suggests an alternative approach to examining the relevance of Piaget to early childhood education. The programs under discussion are: (1) Weikart's Cognitively Oriented Curriculum, (2) Lavatelli's Early Childhood Curriculum: A Piaget Approach, and (3) Kamii and DeVries' Piaget for Early Education. The programs are examined in the first paper in relation to (1) nature of subject-object relationship, (2) construction of operations, (3) nature of physical and logico-mathematical knowledge, and (4) representation of knowledge. Conclusions emphasize the conflict between constructionist epistemology and empiricist tradition. The second paper questions whether sophisticated knowledge of Piaget's epistemological theory is necessary for teachers and criticizes the distinction made in the first paper between psychological and epistemological perspectives. Recognition of what Flavell calls Piaget's stage-independent and stage-dependent theories is urged, with emphasis on the latter to provide a specific framework for teachers and parents. Questions to be addressed by teachers and researchers in early childhood education are proposed. (BF)

ED 130 774 PS 008 895

Von Glasersfeld, Ernst
The Constructs of Identity or the Art of Disregarding Differences.

Pub Date Jul 76

Note—15p.; Revised draft of paper presented at the Biennial Southeastern Conference on Human Development (4th, Nashville, Tennessee, April 15-17, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Classification, *Cognitive Processes, *Concept Formation, *Discrimination Learning, *Early Childhood Education, Elementary Secondary Education, *Perception, *Thought Processes, Visual Stimuli

Identifiers—*Identity, Piaget (Jean)

The information processing terms "content" and "address" are used to describe structural differences between the constructs of individual identity and identity in the equivalence sense. In both cases a sameness relation is established in spite of specific differences. The resulting con-

structs of identity are known to be involved in the achievement of "object permanence" and in the formation of classes; this essay suggests that the way in which they are arrived at is instrumental also in creating belief in an ontological reality. (MS)

ED 130 775 PS 008 903

Wackman, Daniel B.
Children's Information Processing of Television Advertising.

Pub Date 5 Sep 76

Note—19p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D. C., September 5, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Age Differences, *Cognitive Development, *Cognitive Processes, Commercial Television, Consumer Protection, *Developmental Stages, *Elementary Education, Elementary School Students, Kindergarten Children, Research, Socialization, *Television Commercials

Identifiers—Piaget (Jean)

This report provides data from a larger study investigating consumer socialization of children which focused on the processes by which children acquire knowledge skills and attitudes related to consumer behavior. The research has utilized two theoretical perspectives: cognitive development and information processing theories. The data reported are taken from personal interviews with 615 kindergarten, third and sixth grade children and are concerned with (1) age-related differences in responses to television commercials and in use of information in product situations, and (2) interrelationships between some of these variables within age groups. A "cognitive filter" is posited—assumed for those children who clearly understand advertisers' selling intent. Comparisons were made between those children who appear to have a "cognitive filter" and those who don't. Among the results are findings that older children recall and judge on more dimensions and are more likely to have a "cognitive filter," and that those with "cognitive filters" appear more discriminating. Overall however, children remain unsophisticated consumers, and is therefore suggested that a combined cognitive development information processing approach is crucial for research on policy issues in advertising to children. (Premiums in cereals provide an illustration.) (MS)

ED 130 776 PS 008 904

Choate, Robert B.
[Children's Television Advertising Excesses and Abuses.]

Spons Agency—Council on Children, Media, and Merchandising, Washington, D.C.

Pub Date 14 Jul 75

Note—64p.; Statement of Robert B. Choate, Chairman, Council on Children, Media and Merchandising Before the Subcommittee on Communications of the Committee on Interstate and Foreign Commerce, United States House of Representatives.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Accident Prevention, *Child Advocacy, Children, *Children's Television, *Commercial Television, *Consumer Protection, Dental Health, Drug Abuse, *Government Role, Legislators, Nutrition, *Television Commercials, Television Research, Television Surveys, Television Viewing

This testimony presents evidence of children's television advertising excesses and abuses. The testimony points out that the average TV-watching child sees more than 22,000 commercials a year, and that on the programs most popular with children large numbers of over-the-counter drugs and hazardous products are advertised. The history of private sector and public regulatory activity, or non-activity, to protect children is presented. The very limited coverage of the child code of the National Association of Broadcasters (effective primarily Saturday and Sunday mornings) is cited together with the statistic that 90% of child television watching occurs other than on weekend mornings. A chapter of the testimony examines the reasons behind private and public inactivity and offers the suggestion that inadequate protection of voteless children is almost endemic to the private enterprise system. The role of the Federal Communications Commission, the Federal Trade Commis-

sion and the Food and Drug Administration is explained. The need for neutral academic research towards understanding how children absorb and process sophisticated messages for sophisticated products is underscored. Appendices include data on children's favorite programs; substances most frequently ingested by children under five; product warnings; and income as related to health; and accidents causing children's death. (Author/MS)

ED 130 777 PS 008 908

Fry, Charles L. Hampson, Robert B.
Influence of Task Difficulty and Age on Speech to Noise Modulation in Preschoolers.

Virginia Univ., Charlottesville.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Apr 76

Grant—NIMH-G-MH-14662-01

Note—10p.; Paper presented at the Biennial Southeastern Conference on Human Development (4th, Nashville, Tennessee, April 15-17, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Acoustical Environment, *Age Differences, Attention, *Auditory Skills, Auditory Discrimination, Aural Stimuli, Child Development, Child Language, Communication Skills, Early Childhood Education, *Preschool Children, *Speech, Task Performance, Verbal Communication

Identifiers—*Speech Modulation

This research paper summarizes several experiments in which children's speech volume was compared to the varied background noise against which they spoke. Age was found to be an important factor: 4 1/2-year-olds, as contrasted with 6 1/2-year-olds, failed to adjust their speech to make it audible over noise when talking about complex stimuli. Difficulty of material was also important: younger children adjusted their speech to the background noise level better when the materials spoken about were simple and familiar rather than complex and strange. Results are given for four studies comparing performance of preschool groups and older children from second and fifth grades. It is suggested that results be viewed in a kind of attentional model. The child properly gears communications to others only when reasonably at ease with the information being communicated. When material is more difficult, he can no longer interpret the greater complexity and also attend to the task of gearing his communication to his audience. (Author/BF)

ED 130 778 PS 008 909

Lawson, Anton E. Wollman, Warren T.
Hemispheric Dominance, Conservation Reasoning and the Dominant Eye.

California Univ., Berkeley. Lawrence Hall of Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Nov 75

Note—21p.; Advancing Education Through Science-Oriented Programs, Report ID-21

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cerebral Dominance, *Conservation (Concept), Elementary Education, *Eyes, Kindergarten Children, Logical Thinking, *Nonverbal Learning, Research, *Thought Processes, *Visual Perception

Identifiers—*Hemisphere Dominance, Piaget (Jean)

This study was based on the following assumptions: (1) functioning of the brain's left hemisphere, because of its logical, verbal mode, facilitates conservation reasoning; (2) functioning of the brain's right hemisphere, because of its nonverbal, spatial mode, inhibits conservation reasoning; (3) visual input from the left eye will reach the left visual cortex before it reaches the right visual cortex, thereby giving the left hemisphere priority and vice versa; and (4) eye dominance is caused by hemisphere dominance. In order to test the validity of these assumptions, a series of conservation tasks (number, substance, continuous quantity and weight) were administered to a group of 82 children. The following predictions were made: A group of children who view the conservation materials with their left eye and are left eye dominant (LL) will demonstrate a greater frequency of conservation responses than a group of children who view the materials with their right eye and are right eye dominant (RR). A group of children who view

with their left eye and are right eye dominant (LR) and a group of children who view with their right eye and are left eye dominant (RL), will demonstrate an intermediate frequency of conservation responses. The predicted sequence of LL>gt.LR approximately equal to RL>RR was found. LL and RR group differences were significant ($z = 2.01, p = .02$). (Author/MS)

ED 130 779 PS 008 910

Rosser, Pearl L.

Mental Health of Black Children.

Pub Date 7 Sep 76

Note—9p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D. C., September 7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Black Community, Discriminatory Attitudes (Social), Family Characteristics, Family Role, *Intelligence Tests, Intervention, *Mental Health, Minority Group Children, Negro Education, Negro Role, Negro Stereotypes, *Negro Youth, Racial Discrimination, *Racism, *Research Needs, Socioeconomic Influences, Teacher Role, Test Bias

This paper argues that the mental health needs of Black children and families have never been properly assessed. Central to Black mental health has been the notion of cultural normality and deviance and the related questions of adjustment and maladjustment. Research is needed in three areas: (1) the Black family, (2) schools, (3) tests and measurements. There has been little research on the life histories or social factors of Black children and families who succeed despite racism and poverty. Coping strategies for child rearing need investigation in order to factor out those that do and those that do not lead to the development of healthy children. School is the next most important socializing force impacting on the Black child. However, a preponderance of educational philosophy is based on the Anglo-Saxon ideal instead of on the Black child's needs. Future research needs to focus on what is wrong with this system for the Black child. Part of accepted educational philosophy is a belief in tests and measurements. Intelligence testing, especially, has had devastating effect on Black children. An IQ test alone will not differentiate between pathology and cultural difference. Clearly, a new direction in the study of Black mental health is needed—it must involve Blacks at all levels of research. (MS/Author)

ED 130 780 PS 008 913

Higgins, E. Tory And Others

The Effect of Categorical Relatedness on Young Children's Object-Naming.

Pub Date Apr 75

Note—18p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Classification, *Cognitive Development, *Cognitive Processes, *Early Childhood Education, Kindergarten Children, Memory, Neurological Organization, Preschool Children, Reaction Time, Recall (Psychological), Taxonomy, *Verbal Learning

Naming tasks were used in two studies to test for conceptual organization in young children by comparing the latencies for naming objects in primed vs. non-primed conditions. In the primed condition, a taxonomic category was primed by prior activation of a coordinate member of the same category. In Study 1, 54 kindergarten children were randomly assigned to a primed or non-primed condition. All subjects had to name as quickly as possible each of a series of five toy objects. Each of the first four was from a distinctly different semantic category. In the primed condition the fifth object was a member of the same taxonomic category as the fourth object. In the non-primed condition the fifth object was of a different semantic category from all the preceding objects. Results indicated that the mean latency was greater in the primed than in the non-primed condition. Study 2 attempted to replicate Study 1 using a within subjects design and a stronger priming manipulation to increase the strength of the effect. Subjects were 16 preschool and 2 kindergarten children. In the primed condition the fifth object in each series was from the same semantic category as the preceding two objects. All objects were from different categories in the non-primed condition. In both conditions a

sixth object was added that was always from a different category than the fifth object. Again, the results indicated greater latencies for the primed condition. Three explanations of this hindrance effect are discussed: (1) a false set explanation, (2) a categorization decrement effect; and (3) a naming interference explanation. (Author/SB)

ED 130 781 PS 008 914

Blohm, Paul J. Yawkey, Thomas Daniels

Language and Imaginative Play Experience Approach to Reading: Fact or Fantasy?

Pub Date [76]

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Creativity, *Elementary Education, *Imagination, Language Development, *Language Experience Approach, *Models, Observation, *Play, Pretend Play, *Reading Instruction, *Teaching Methods

This paper describes and illustrates an approach to reading which combines the language experience approach (LEA) and imaginative play. The LEA and the components of the lesson are briefly reviewed. Imaginative play and its descriptive components are identified and explained. The procedure for combining the two elements is roughly as follows: The children interact in an imaginative play situation while the teacher observes them. After the episode, the students are encouraged to verbalize their roles, and as they relate what happened, the teacher transcribes the language used by the children. The teacher then reads the story to the children and then has the children read it. Major words are reviewed, and the story is retyped into more permanent form and reviewed and reread by the children. Then another story is begun. An example is given of an imaginative play episode and its subsequent incorporation into a LEA lesson. (MS)

ED 130 782 PS 008 916

Elardo, Richard, Ed. Pagan, Betty, Ed.

Perspectives on Infant Day Care.

Southern Association on Children Under Six, Orangeburg, S.C.

Pub Date 76

Note—110p.; For abstract of first edition of this publication, see ED 063 016

Available from—Southern Association on Children Under Six, Box 5403, Brady Station, Little Rock, Arkansas 72205 (\$4.00)

Document Not Available from EDRS.

Descriptors—*Child Development, Class Organization, *Day Care Services, Disadvantaged Youth, *Early Childhood Education, *Educational Objectives, Family Day Care, Financial Support, Health, *Infants, Instructional Materials, Language Development, Lesson Plans, *Literature Reviews, Program Planning, Socioeconomic Influences, Staff Role, Teaching Methods

Identifiers—*Infant Day Care, SACUS, Southern Association on Children Under Six

This second edition contains articles on (1) infant day care, (2) day care as a way to extend parental support systems, (3) meeting developmental needs of infants, (4) ecology of day care, (5) ecology of infant day care, (6) quality care for infants, (7) the daily schedule, (8) precautions in establishing infant day care, (9) teaching-learning activities, (10) guiding principles and practical suggestions for infant day care programs, (11) family day care, (12) health of children in group day care, (13) sound health practices for day care infants. (MS)

ED 130 783 PS 008 917

Parenting in 1976: A Listing from PMIC.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 76

Note—169p.; For 1975 edition, see ED 110 156. Available from—Parenting Materials Information Center, Southwest Educational Development Laboratory, 211 East 7th Street, Austin, Texas 78701 (\$5.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bibliographies, Child Abuse, Child Development, Cultural Pluralism, Discipline, *Early Childhood Education, Exceptional Children, Family (Sociological Unit), Group Rela-

tions, Health, Learning Activities, *Parent Education, Parent Participation, *Parents, Parent Teacher Cooperation, Peer Relationship, Program Descriptions, *Resource Materials

Identifiers—*Parenting Materials Information Center TX

This bibliography lists materials, programs and resources which appear to be relevant to the needs of parents and those working with parents. The bibliography is a project of the Parenting Materials Information Center (PMIC) being developed by the Southwest Educational Development Laboratory. PMIC collects, analyzes and disseminates information pertaining to parenting. The list is divided into major content areas according to initial classification efforts by the center staff. These major areas have been designated as: (1) academic contents and skills; (2) child abuse; (3) discipline; (4) early childhood activities; (5) education; (6) exceptional children; (7) family; (8) general resources for parenting/family/education; (9) group relationships and training; (10) health and safety; (11) large scale programs; (12) multi-ethnic multi-cultural heritage and contents; (13) language and intellectual development; (14) parent, school and community involvement; (15) parenting; (16) physical and sensory deprivation; (17) pregnancy and birth; (18) sexual development; (19) social and emotional development. The scope of each area is defined. Entries include title, author, copyright date, number of pages, price and ordering information. Type of format (such as book or film) has also been noted. (Author/MS)

ED 130 784 PS 008 923

Hook, Wade F.

A Head-Start Type Effort Revisited: Educational and Occupational Achievement Among Participants.

Pub Date [75]

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Attitudes, *Black Community, *Compensatory Education, Demography, Disadvantaged Youth, Intervention, Interviews, Negroes, Occupational Aspiration, Parents, *Preschool Education, Program Effectiveness, *Social Mobility, *Socioeconomic Status

Identifiers—South Carolina

This study examined the effectiveness of intervention strategy in reducing poverty among children from low income families in an all-black community. Studied were 68 participants of a 1947 neighborhood project in Columbia, South Carolina. The project included an emphasis on language skills and intellectual growth, involvement of parents and community leaders, referrals for health services, nutrition supplement, social services, and supervised recreation. Follow-up twenty years later showed a substantial shift in the economic status of the subjects. When compared with the economic status of their parents, as well as with local, national, and regional occupational status, income, and unemployment rates of nonwhites, differential achievement on the part of the participants was found. Clear evidence is presented to show intergenerational occupational mobility. Examination of the data and of responses from interviews suggests that the project was contributory to the socioeconomic progress. Findings support the contention that poverty intervention programs have value. (Author/MS)

ED 130 785 PS 008 926

Eduson, Bernice T.

The Dynamics of the One Child Family: Socialization Implications.

Pub Date Sep 76

Note—13p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Child Rearing, Cognitive Development, *Early Childhood Education, Emotional Development, Family Influence, *Family Structure, Identification, *Parent Child Relationship, *Personality Development, Power Structure, Preschool Children, Siblings, *Socialization

Identifiers—*Single Child Families

This paper discusses the differences between the one-child family and the family with more than one child in terms of the effects or possible effects on the child. Longitudinal studies of 200 children being followed from birth through age 5

(one-third of whom are only children, two-thirds, second children, were used as a data base, along with a less systematically collected data base on only children and their parents and a comparison group of non-only families. Certain psychodynamic features that seemed to relate to the composition and structure of the only child family were identified. These included: (1) increased parental focus on the only child, resulting in greater mutual dependence; (2) heightened ambivalence between parent and child generated by their emotional and physical closeness; (3) multiple parent roles, since parent often acts as a substitute for the absent sibling; (4) adult-like adjustment (the child has to adjust to an adult-oriented household); (5) identification with parents (the models that parents provide are very difficult for any child to identify with successfully, so the only child often feels inadequate); (6) values (emphasizing respects for individuality and independence rather than sharing and cooperation) which do not necessarily facilitate his getting along with other children; (7) parental expectations which encourage cognitive and intellectual independence but not necessarily emotional independence; (8) recipient of parental problems (the only child is much more at the mercy of what happens within the family); (9) power structure, which can often result in two-against-one situations. (MS)

ED 130 786

PS 008 927

Folklore and the Only Child: A Reassessment.

Texas Univ., Austin. Dept. of Educational Psychology.

Spons Agency—Society for the Psychological Study of Social Issues, Ann Arbor, Mich.

Pub Date Sep 76

Note—22p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Age Differences, *Attitudes, *Birth Order, College Students, Education, Higher Education, Interpersonal Competence, Mothers, Parent Attitudes, Questionnaires, Research, Sex Differences, *Siblings, *Social Adjustment, *Stereotypes

Identifiers—Autonomy, *Single Child Families

Two studies are reported: one examines stereotypes about only children and the other examines stereotypes about mothers of only children. A sample of 150 college students were the subjects for the first study which utilized the Prisoner's Dilemma Game, the NASA exercise, and a questionnaire to test the hypotheses that only children are selfish, lack social skills, are autonomous and suffer as a result of being only children. The only hypothesis that held up was that only children appear to be more autonomous. The second study interviewed 76 mothers of college undergraduates through a mail survey, providing information as to why mothers of only children have one child. Answers were given relevant to age, education, birth complications, and folklore beliefs. (MS)

ED 130 787

PS 008 929

Masters, John C. Binger, Craig G. Inhibitive Capability in Young Children: Stability and Development.

Pub Date Sep 76

Note—22p.; Preliminary report of this paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Age Differences, *Behavior, Child Development, Delay of Gratification, Experimental Characteristics, *Infants, *Inhibition, *Preschool Children, *Preschool Education, Punishment, Research, *Self Control, Sex Differences, *Social Development

This study was designed to gather data on the developmental progression of children's inhibitive capabilities in a naturalistic setting and to determine the stability of observed capabilities within a developmental period. One hundred and twenty-two 2-, 3- and 4-year-old children were given an opportunity to select an attractive toy and play with it for a short period, then ordered by an adult to stop playing with the toy. Three classes of inhibitive behavior were recorded: initial inhibition, short-term continued inhibition, and long-term continued inhibition (remaining

stopped for 30 to 60 seconds, respectively). A second session three weeks following the first (with a different adult) assessed the stability of observed inhibitive behaviors. The proportions of children showing initial inhibition rose significantly with age, ranging from 43% of 2-year-olds to 77% of 4-year-olds. The stability of initial inhibition across experimental sessions also rose with age. The proportions of children showing continued inhibition also rose with age, but for long-term continued inhibition the presence of a female adult significantly reduced the proportion of older children demonstrating it. The results are discussed in terms of different processes mediating initial inhibition and continued inhibition during a delay period. (Author/MS)

ED 130 788

PS 008 930

O'Connell, Dorothy, Comp. And Others Research Relating to Children. Bulletin 36: September 1975-February 1976.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Feb 76

Contract—OCD-CB-02

Note—176p.; For related documents, see ED 121 485-486 and ED 122 947-953

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (no price quoted)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Adolescents, *Annotated Bibliographies, Child Abuse, *Child Development, *Children, Delinquency, Educational Research, Exceptional Child Research, Family Relationship, Health Services, Infant Behavior, Longitudinal Studies, Motor Development, Perceptual Development, Perceptual Motor Coordination, Perceptual Motor Learning, *Research Methodology, *Research Projects, *Research Reviews (Publications), Socioeconomic Influences, Teaching Techniques

This research bulletin includes reports of research in progress or recently completed from September 1975 through February 1976. Each entry includes information concerning the investigators, purpose, subjects, methods, duration, cooperating groups, and findings (if available). The reports are listed under several topical headings: (1) Long-Term Research, (2) Growth and Development, (3) Special Groups of Children, (4) The Child in the Family, (5) Socioeconomic and Cultural Factors, (6) Educational Factors and Services, (7) Social Services, and (8) Health Services. In addition to the reports on research, "Perceptual Motor Abilities: A Bibliography" is included, which updates previous ERIC Clearinghouse on Early Childhood Education bibliographies on the subject. The bibliographic sources include ERIC documents, journal articles, books, and pamphlets. (Author/SB)

ED 130 789

PS 008 931

Seitz, Victoria And Others

Long-Term Effects of Intervention: A Longitudinal Investigation.

Yale Univ., New Haven, Conn.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.; Office of Child Development (DHEW), Washington, D.C.

Pub Date Sep 76

Grant—NIMH-MH-03008; OCD-90-C-912

Note—67p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Achievement Tests, Compensatory Education, *Early Childhood Education, Educational Policy, *Elementary Education, *Evaluation Methods, Federal Programs, Intelligence Quotient, Intelligence Tests, *Intervention, *Longitudinal Studies, Measurement Instruments, Minority Group Children, Performance Factors, Post Testing, Program Evaluation, Socioeconomic Background

Identifiers—Connecticut, *Project Follow Through, *Project Head Start

This longitudinal study examined two groups of children, boys in one sample and girls in another, to assess whether programs such as Head Start and Follow Through produce lasting measureable effects. Low-income children were examined separately from middle-income children and, within the low-income sample, a separate analysis

was made for low-income black children (who comprise the largest single group in the final longitudinal sample). Effects of an extensive intervention program were seen upon the children's academic performance in mathematics, general information scores and Peabody Picture Vocabulary Test IQ Scores. Retesting, four to five years following completion of the intervention, showed these children still performing higher than nonintervention children. Reasons for sex differences are discussed; results from interviews with the children and analyses of their school attendance and grades are presented. (Author/BF)

ED 130 790

PS 008 932

Flavell, John H. And Others

Solving Spatial Perspective-Taking Problems by Rule vs. Computation: A Developmental Study. Minnesota Univ., Minneapolis. Inst. of Child Development.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.

Pub Date [76]

Grant—NICHD-HD-01136; NICHD-HD-05027; NSF-GB-17590

Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Abstract Reasoning, *Age Differences, *Cognitive Development, *Concept Formation, Developmental Stages, *Elementary Education, Elementary School Students, Perceptual Development, *Problem Solving, Research

Identifiers—*Spatial Perspective

This paper describes two experiments in which children in grades 1, 3, and 5 were given three kinds of spatial perspective-taking problems to solve as quickly as they could: (1) C problems, solvable only by computation (that is, noting which features of a particular object array were closest to another observer in order to estimate how the array appears from that observer's position); (2) R problems, solvable only by applying a rule (such as the generalization that two observers will have the same view of any object array if in the same viewing position and different views of it if in different viewing positions); and (3) RC problems, solvable either by computation or by rule. The task conditions were such that computation-based solutions ordinarily required several seconds to execute whereas rule-based solutions could be achieved with zero-order latencies. Older children proved likelier than younger ones to solve R problems correctly, solve them with zero-order latencies, and verbalize rule use in inquiry. Latency and inquiry data suggested that the children who used the rule to solve R problems also chose to solve RC problems by rule rather than by computation. It was concluded that a number of subjects possessed the rule, consciously and deliberately used it in solving concrete perspective-taking problems, and believed in its general veracity enough to rely on it when they did not have to (RC problems). (Author/SB)

ED 130 791

PS 008 934

Conrad, Eva E. And Others

Use of Situational Oral Language Tasks in Formative and Summative Evaluation of a Compensatory Primary Program.

Arizona Univ., Tucson. Arizona Center for Educational Research and Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Compensatory Education Programs, Early Childhood Education, *Evaluation Methods, Grade 1, Grade 3, *Language Development, Language Skills, *Language Tests, Measurement Instruments, *Oral Communication, *Primary Education, Program Evaluation, *Situational Tests, Tape Recordings

Identifiers—Childrens Language Assessment Situational Tasks, Project Follow Through, TEEM, Tucson Early Education Model

This paper describes the development of an oral language skills assessment instrument, called the Children's Language Assessment-Situational Tasks (CLA-ST), and its utilization in both formative and summative evaluation of the Tucson Early Education Model (TEEM) in Project Fol-

low Through. First and third graders in Follow Through classrooms implementing TEEM and non-Follow Through comparison counterparts in a Southeastern community served as subjects. Language samples were collected in the fall and in the following spring in sessions designed to elicit language from the children. Pretest and posttest data were independent. Tape recordings made of each session were transcribed and coded for 11 language variables. A 2-factor analysis of variance was done with treatment (TEEM or comparison) and trials (pretest and posttest) as factors. Results indicate that primary children in the TEEM classrooms demonstrate superior language performance on many dimensions of language development. The paper concludes with a discussion of the utility of this kind of evaluation procedure to supplant traditional paper-and-pencil strategies. (Author/SB)

ED 130 792 PS 008 935

Waite, Linda J.

Daytime Care of Children: October 1974 and February 1975. Current Population Reports: Population Characteristics.

Bureau of the Census (DOC), Suitland, Md. Population Div. Pub Date Oct 76

Note—28p.; Not available in hard copy due to print size of original

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Current Population Reports, Series P-20, No. 298)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Child Care, *Day Care Services, Demography, *Elementary School Students, *Family Day Care, Family Income, Labor Force, Low Income Groups, Marital Status, *Mothers, Negro Mothers, One Parent Family, Population Trends, *Preschool Children, Statistical Surveys, *Working Women

This report presents data on daytime care arrangements for children aged 3 to 13 of working and non-working mothers. Presented by age, race and school enrollment of the child, marital status of the mother and family income, data were collected through two surveys: one of day care arrangements for children aged 3 to 6 and another for children aged 7 to 13. About one half the report consists of statistical tables and charts. Data indicate that, of the approximately 41 million children aged 3 to 13 in the United States about 33 million are usually cared for by a parent while not in school. For the additional eight million, other arrangements are made for daytime care. The most common arrangement is care in the child's home by a relative, with 2.1 million children aged 3 to 13 cared for in this way. An additional 1.8 million (mostly in the 7 to 13 age group) care for themselves. Fairly small proportions are taken to an outside home for care, either to a relative or non-relative (about 1.2 million to each), or to a day care center (326,000). The use of a day care center is thus the least often reported child care arrangement in the United States, involving approximately 2 per cent of children aged 3 to 6. Approximately two-fifths of all children from 3 to 13 years of age have working mothers, with three-fifths of these reported under parent care when not in school. Type of care provided for grade school children was found to vary only slightly by income level of the family. (BF)

ED 130 793 PS 008 936

McAdoo, John L.

The Relationship Between Observed Paternal Attitudes, Behavior, and Self-Esteem of Black Preschool Children.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Pub Date 12 Aug 76

Grant—NIMH-G-1-R01-MH-25838-01

Note—28p.; Paper presented at the Annual Meeting of the Association of Black Psychologists (Chicago, Illinois, August 12, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Child Rearing, *Fathers, Interviews, *Negroes, Non Verbal Communication, Observation, *Parent Attitudes, *Parent Child Relationship, Preschool Children, Preschool Education, Racial Differences, Research, Self Concept, *Self Esteem, Sex Differences, Verbal Communication

Identifiers—*Black Children, Black Families, Thomas Self Concept Values Test

This study examines the relationship between observed behaviors and attitudes of black fathers and the association of these paternal measures with the self-identity of their preschool children. Twenty-one working and middle class suburban black families were studied. Four black male interviewers were trained to collect the parent-child interaction in two interviews. Verbal and nonverbal interactions between the father and child were recorded. Results indicated that the fathers of this study exhibited a warm nurturant attitude in their verbal interactions with their children. The fathers of boys were more nurturant than the fathers of girls. There were very few restrictive kinds of father-child interaction. Fathers interacted verbally more with their sons and more nonverbally with their daughters. The children in this sample had high self concept scores. The fathers' attitudes toward child-rearing practices seemed to fall into the moderately strict categories. These findings contradict the stereotype of black fathers as well as the findings of a number of past studies. (Author/MS)

ED 130 794 PS 008 937

Volkmar, Fred R. Siegel, Alberta E.

Young Children's Responses to Discrepant Social Communications.

Pub Date 6 Sep 76

Note—8p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D. C., September 6, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Age Differences, *Auditory Visual Tests, *Communication (Thought Transfer), *Infants, *Nonverbal Communication, *Preschool Children, Research, Response Mode, *Verbal Communication

This study attempted to assess how very young children respond to discrepant social communications. Forty children, ages 12 to 42 months, with their mothers were exposed to four trial situations: two discrepant, two nondiscrepant communication episodes. Two observers recorded each child's movement and behavior. Results indicated a significant difference in children's reaction to discrepant and nondiscrepant messages. Children appeared to understand messages which came to them on either the visual or auditory channel, even when that information was not complemented by information on the other channel. When the messages on the two channels were contradictory, responses were more reserved. Age trends were evident, with younger children remaining in closer proximity to their mothers and responding more warily to the experimenter. (SB)

ED 130 795 PS 008 938

Kenny, Thomas J.

Should the Six Year Old Have the Vote.

Pub Date Sep 76

Note—15p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D. C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Child Advocacy, *Childhood Needs, Children, *Child Welfare, *Emotionally Disturbed, Health Needs, Medical Associations, Medical Services, *Mental Health Programs, *Mental Illness, Parent Education, Political Influences, Psychiatric Services, Psychopathology, *Public Health

Identifiers—Pediatrics, Society of Pediatric Psychology

A plea for the improvement of mental health services for children is presented in this paper, which claims that children's needs in general are not adequately recognized. Quoting from a report of the Joint Commission on Mental Health of Children, the paper cites growing concern over the number of mentally ill and emotionally disturbed children in the United States and increasing dissatisfaction with availability of mental health services. The history of adult treatment of children in the United States is reviewed, noting the establishment of pediatric medicine in the latter 19th century. It was not until the 1950's, however, that children's mental health began to emerge as an area of significant concern. Attitudes of the education, psychology and medical professions towards children are reviewed, and political and economic factors discussed. The establishment and growth of the Society of Pediatric Psychology is described, and a plea made for the establishment in the American Psychological Association of a division dealing specifically with children. (BF)

ED 130 796 PS 008 939

State Trends and Priorities in Services for Children and Their Families: A Report of a Telephone Survey. Early Childhood Report No. 17.

Education Commission of the States, Denver, Colo.

Spons. Agency—Children's Bureau (DHEW), Washington, D.C.

Report No—ECS-R-90

Pub Date May 76

Grant—OCD-CB-167

Note—16p.

Available from—Education Commission of the States, 822 Lincoln Tower Bldg., 1860 Lincoln Street, Denver, Colorado 80203 (no price quoted)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Child Care, Childhood Needs, *Children, Child Welfare, *Delivery Systems, Early Childhood, Elementary School Students, *Family (Sociological Unit), *Federal State Relationship, Human Resources, Interagency Coordination, National Surveys, *Social Services, State Agencies, *State Departments of Education, State Federal Aid, *State Officials, Statewide Planning

This booklet summarizes results of a 1975 telephone survey of the 50 states, Puerto Rico and the Virgin Islands to determine state priorities for young children, present problems and future predictions. Presented is a composite of responses from officials in state departments of education and human resources, governors' offices, and governors' legislative liaisons. In most cases, major concerns of governors' offices reflected similar concerns in state agencies. From one to three persons were interviewed in each of the states, Puerto Rico and the Virgin Islands. Officials seemed to concur on certain factors impeding improvement of state performance in meeting children's needs. Included were factors connected with: service delivery systems; minority and impoverished target populations; administrative coordination; staffing shortages; training and public education needs; federal paperwork demands; and data collection deficiencies. Among top priority areas listed by respondents were: abused and neglected children, the handicapped, day care and kindergarten screening for developmental disabilities, upgrading of basic learning skills, and maternal and infant care. (Author/BF)

ED 130 797 PS 008 940

The Family Day Home System: What Is It? How Does It Work? A Comparison of Eight Family Day Home Systems in Texas.

Texas State Dept. of Community Affairs, Austin. Office of Early Childhood Development.

Pub Date Sep 76

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Budgeting, Certification, Child Care Workers, *Early Childhood Education, *Family Day Care, Fees, Health Services, Management, Parent Participation, Parents, *Program Administration, *Program Descriptions, *Program Evaluation, Selection, Social Services, Training

Identifiers—Texas

This pamphlet defines and discusses the family day home system. A family day home is a private home where six or fewer children under 14 years of age, including the day care giver's own children, are cared for during a part of the 24-hour day. Several family day homes under the auspices of one agency comprise a family day home system. Usually the system is administered by a child-placing agency. The family day home system is outlined in terms of agency staff structure, fiscal arrangements, and support social and health services. The selection and certification of family day homes is discussed as well as management procedures, the day home care givers, their training, the children, acceptance criteria, policy on absences and parent involvement. Incentives and limitations of the program are also discussed. The appendix contains facts and figures on eight Texas family day home systems. (MS)

ED 130 798 PS 008 941

Rackley, Ray, Ed.

Research, Demonstration, and Evaluation Studies: Fiscal Year 1976.

Office of Child Development (DHEW), Washington, D.C.; Office of Human Development (DHEW), Washington, D.C.

Report No—DHEW-OHD-76-30030

Pub Date 76

Note—132p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Adoption, American Indians, *Annotated Bibliographies, Bilingual Education, Child Abuse, Child Advocacy, Child Development, *Children, Child Welfare, Compensatory Education, Day Care Programs, Disadvantaged Youth, Early Childhood Education, Family Influence, Family Role, *Federal Aid, Handicapped Children, Negro Youth, Objectives, Parent Child Relationship, *Program Descriptions, Program Evaluation, Regional Programs, *Research, State Programs, Television

Identifiers—*Office of Child Development, *Project Head Start

This report provides descriptive information on the Research, Demonstration, and Evaluation Program of the Office of Child Development (OCD) for Fiscal Year 1976. An overview describing the mission, function and long range goals of the OCD is included along with a discussion of the Research, Demonstration and Evaluation Program and its activities undertaken in support of the goals of the agency. Specific projects funded in Fiscal Year 1976 are then described within the context of these goal areas: (1) State Capacity Building; (2) Head Start; (3) Child Welfare; (4) Child Abuse and Neglect; (5) Day Care and (6) Child and Family Development. A section on the effects and use of television is included under the last goal area. A brief description of each project is included along with the principal investigator's name and address and the amount of funding received. (Author/MS)

ED 130 799 PS 008 942

Granger, Robert C., Ed. Young, James C., Ed. *Demystologizing the Inner-City Child.* National Association for the Education of Young Children, Washington, D.C.

Pub Date 76

Note—138p.

Available from—National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D. C. 20009 (\$4.00)

Document Not Available from EDRS.

Descriptors—Child Rearing, Cognitive Development, *Cultural Pluralism, Disadvantaged Youth, Family Structure, Infants, *Inner City, *Intelligence, Intelligence Tests, Language Development, Mothers, Negro Dialects, *Negro Education, *Racial Attitudes, *Racism, Self Concept, Teacher Attitudes

Identifiers—DuBois (W E B)

This collection of papers from a conference sponsored by Georgia State University addresses a variety of issues and myths regarding inner-city children. Chapters deal with: (1) the educational theory of W.E.B. DuBois; (2) the explicit and implicit meaning of demystologizing the inner-city child; (3) the education of inner-city children; (4) intelligence; (5) reducing test bias in readiness tests; (6) changing teachers' perceptions; (7) attitudes and nonstandard dialects; (8) the creative arts-in-education; (9) information processing competencies of inner-city black children; (10) learning racial identity; (11) the problem of self-concept, race, and social myth; (12) a developmental theory of the inner-city child; (13) effects of childrearing practices on cognitive development of infants; and (14) effects of maternal dominance on black children. (MS)

ED 130 800 PS 008 954

Licensing Standards for Day and Night Care Homes.

Illinois State Dept. of Children and Family Services, Springfield.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 76

Grant—OCD-CB-509

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Certification, Child Care, *Child Care Workers, *Day Care Services, *Early Childhood Education, Elementary School Students, *Family Day Care, Family Structure, Handicapped Children, Health Services, Infants, Nutrition, Preschool Children, Records (Forms), Social Services, *Standards

Identifiers—Illinois

This booklet contains the licensing standards for day and night care homes established by the Illinois Department of Children and Family Services. A day care home is described as a place away from home where a child can feel cared for

and cared about. Standards have been set up to provide a safe, secure day care home with responsive and caring adults, and the regulations are divided into the following major areas: licensing, records and reports, home facilities, the day care family, services to children, children with special needs, school age children, night care and infants and toddlers. (MS)

ED 130 801 PS 008 956

Kammerman, Sheila B.

Developing a Family Impact Statement.

Foundation for Child Development, New York, N.Y.

Pub Date May 76

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Child Development, Child Welfare, *Family (Sociological Unit), Foreign Countries, *Government Role, *Models, Policy, *Social Planning, *Social Services, *Social Welfare, Socioeconomic Influences

Identifiers—*Family Impact Statements

This report concerns the feasibility of developing and putting into operation a family impact statement. Creation of a process for assessing the potential effect of policies on families is seen as particularly important now, given the current state of the economy, projected funding cutbacks for social programs, and the increasing need to identify priorities. The report explores: (1) the potential value of a family impact statement; (2) the scientific feasibility of defining and putting it into operation; (3) the knowledge base and analytic framework for the statement; and (4) the system or process that could produce it. The report is based on interviews with a small number of experts, both scholars and government officials in such fields as child development, family sociology, family and child welfare, evaluation research social indicators, political science, policy analysis and family policy, and on a review of relevant literature. It also draws on interviews connected with related research activities in the United States and Europe. The purpose of developing family impact statements is the improvement of the conditions of families in the United States. (Author/MS)

ED 130 802 PS 008 957

Tremaine, L. And Others

Gender Knowledge and Sex-Role Stereotypes in Young Children: A Critical Review and Integration.

Pub Date Apr 76

Note—24p.; A condensed version of this paper was presented at the Biennial Southeastern Conference on Human Development (4th, Nashville, Tennessee, April 15-17, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Age Differences, *Childhood Attitudes, Children, *Cognitive Development, Early Childhood Education, Learning Theories, *Literature Reviews, Research Methodology, Research Needs, *Sex Role, *Sex Stereotypes, *Socialization

Identifiers—*Kohlberg (Lawrence), Piaget (Jean)

This review and critique examines cognitive developmental theory and research concerning the development of gender knowledge, and social learning theory and research concerning the development of sex-role stereotypes. A preliminary integrated model of the development of gender knowledge and sex-role stereotypes in young children is presented. Kohlberg's cognitive developmental view is a primarily qualitative theory of gender knowledge based on cognitive organizational changes. Research supporting this view indicates that, by age 3, children, given clear cues, can identify the sexes. The recognition that gender is a permanent attribute, however, takes several years to stabilize. Social learning theory quantitatively discusses the development of knowledge of sex-role stereotypes in terms of input from the social environment. Research indicates that the acquisition and expression of culturally stereotyped norms of sex-appropriate role behavior begin as early as age 3 and increase throughout the preschool period. Since the development of gender knowledge and sex-role stereotypes occurs concurrently in young children, it seems that the two theoretical and empirical approaches need to be combined. A preliminary integrated model and methodology is presented which is designed to emphasize the interaction between cognitive organizational changes and the environment's role in the learning process. (Author/MS)

RC

ED 130 803

RC 009 376

Gaitan, Marcela Trujillo

The Terminology of Machismo.

Pub Date 75

Note—14p.; Paper presented at the Annual Conference of the Western Social Science Association (18th, Tempe, Arizona, April 29-30, May 1, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Characterization (Literature), Conflict, Cultural Factors, *Definitions, Females, Feminism, History, Language Role, *Males, *Mexican Americans, *Sex Role, Sex Stereotypes, *Social History, Vocabulary

Identifiers—Chicanos, *Machismo

The term "macho" has been increasingly incorporated into the English language with various connotations and definitions, i.e., male chauvinist, superman, and hyper-masculine. Yet these words are not substitutions for "macho" which has an intrinsic value of its own. For English speakers, the most prevalent definition is "virile". While this is a correct definition, it is not the only meaning the concept has for Mexicans and Chicanos. To Chicanos, "machismo" has both positive and negative aspects. Positive aspects include: bravery, loyalty, pride in self, leadership responsibility, respect for religion and elders, modesty, and good manners. Negative aspects include: absolute power in the form of exploitation, self-centeredness, violence used to maintain power through fear, and closed aloofness; women seen as subordinate creatures, created to make men's lot more comfortable and pleasurable; too much pride; and too modest and reserved for survival in today's society. While some positive and negative aspects seem to cancel each other, it is generally the individual who defines "macho" in the Chicano community. As the word "macho" has taken on many and varied definitions, the word "hembra", which is its female counterpart, must also acquire many positive definitions besides "fertile". This paper discusses the various definitions of "macho"; its historical background; how writers such as Bernice Rincon, Samuel Ramos, Octavio Paz, Anna Mayo, and Aniceto Aramoni have used it; and means whereby Chicanos can begin to assert themselves. (Author/NQ)

ED 130 804 RC 009 445

Muszynski, Marek Kowalewski, Andrzej

Human Factor Management in a Region Under Industrialization - A Concept. Polish Academy of Sciences, Warsaw.

Pub Date Aug 76

Note—29p.; Not available in hard copy due to marginal legibility of original document. Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agriculture, *Change Strategies, Concept Formation, Foreign Countries, Human Resources, *Industrialization, Industry, *Management Development, Manpower Development, Migration, Rural Areas, *Rural to Urban Migration, Social Change

Identifiers—*Poland, *World Congress of Rural Sociology (4th)

Numerous studies conducted by the Committee for Studies on Regions under Industrialization of the Polish Academy of Sciences provide the basis for historical analysis and regional comparison relative to concept formation, program guidelines, and program implementation procedures for rational human factor management. The exhaustion of Poland's agricultural manpower reserves has created labor management problems for both the whole economy and specific industrializing regions. Labor management should aim at ordering phenomena related to occupational migration from agriculture in terms of socio-occupational and spatial systems which exert an active influence upon the development of migration, its scope, and its form via a long term human factor management program. Such a program should aim at ensuring conditions for effective change monitoring which encompass the technical and social environment and permit intensive manpower management relative to the interests of both agriculture and industry. Starting with the individual, his group and social needs, such a program should strive to limit

all the negative effects of rapid industrialization/urbanization. A concept of manpower management in the Lublin Coal Basin suggests a model incorporating peasant-worker settlements, intensive agricultural development, and extensive transformations. (JC)

ED 130 805

RC 009 446

Hayner, Kimerick F.

Conflicts of Criminal Jurisdiction on Indian Lands.

Pub Date Jan 71

Note—92p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*American Indians, Change Strategies, *Conflict, Criminal Law, Evaluation, *Federal Legislation, *Federal State Relationship, *Law Enforcement, *Legal Responsibility, State Legislation, Tribes

Identifiers—*National Commission Reform Federal Criminal Laws, *National Indian Justice Planning Association

Since present justice jurisdiction of American Indian Lands is based solely on racial criteria with minimum regard for current Indian status of law enforcement needs and since Congress is presently considering complete revision of major criminal legislation relative to such jurisdiction, there is good reason to assess the present status and future possibilities of the division of criminal jurisdiction in Indian lands. Division of Indian criminal jurisdiction among the Federal, state, and tribal governments makes the present system both overly complex and inefficient. In general, the rules governing jurisdiction allocations are: (1) tribes have, with exceptions, jurisdiction over offenses committed by Indians against Indians in Indian country; (2) states have jurisdiction over offenses committed by non-Indians in Indian country; (3) the Federal government and the states potentially have jurisdiction over offenses committed by non-Indians against Indians in Indian country; (4) Indian tribes and the Federal government have jurisdiction over offenses committed by Indians against non-Indians; (5) states have jurisdiction over offenses committed by any of the above outside Indian country. The National Commission on Reform of Federal Criminal Laws has published its Working Papers which restate prior law framed in terms of proposed criminal code and indicate jurisdiction validity will rest upon "special knowledge and intensive study". (JC)

ED 130 806

RC 009 471

Muldrow, William And Others

Access to the Medical Profession in Colorado by Minorities and Women. A Report Prepared by the Colorado Advisory Committee to the U.S. Commission on Civil Rights.

Colorado State Advisory Committee to the U.S. Commission on Civil Rights, Denver.

Pub Date Jan 76

Note—103p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Academic Achievement, Admission (School), Admission Criteria, American Indians, Asian Americans, Attitudes, Educational Assessment, Equal Education, Ethnic Groups, Faculty, *Females, *Health Occupations, Higher Education, Instructional Staff, *Medical Schools, Mexican Americans, *Minority Groups, Negroes, *Professional Education, Recruitment, Student Financial Aid, Student Personnel Services

Identifiers—*Colorado

During spring 1975, the Colorado Advisory Committee to the U.S. Commission on Civil Rights investigated four main areas where minorities and women traditionally encountered obstacles because of their minority status and/or sex: academic preparation at the preprofessional level and recruitment to a medical center, admission to medical school, learning opportunities in medical school, and appointment to residency programs and medical faculty positions. Ninety-four interviews were conducted with students, faculty, and staff from the University of Colorado (CU) School of Medicine and with representatives of various community agencies concerned with the health profession. Additional data were obtained at an informal hearing conducted by the committee. Some findings were: severe underrepresentation of minorities and women in institutions of higher education, both in Colorado and na-

tionally, limited the number of these students available to apply for medical school; failure of schools to provide adequate education and acquisition of study skills at the lower academic levels severely handicapped minority students preparing to enter medical school; and although CU School of Medicine made a special effort to recruit minorities, it made no special effort to recruit either minority or white women. (NQ)

ED 130 807

RC 009 472

Jurik, Richard A.

The Outdoors: An Environmental Condition to Nurture Creative Thinking.

Pub Date Mar 72

Note—99p.; M.Ed. Thesis, Pennsylvania State University

Available from—Inter-Library Loan, Pennsylvania State University, University Park, Pennsylvania 16802

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Activity Units, Art Activities, Comparative Analysis, *Creative Thinking, *Creativity Tests, Discovery Processes, Elementary Education, Elementary School Science, *Environmental Influences, *Grade 6, Learning Activities, Literature Reviews, Masters Theses, Music, Nature Nurture Controversy, *Outdoor Education, Social Studies, Test Reliability, Test Validity, Thought Processes

Identifiers—Torrance Tests of Creative Thinking

The study determined whether using outdoor experiences as a teaching medium increased the level of creative thought for sixth grade children. Four factors of creativity were measured: figural fluency, figural flexibility, figural originality, and figural elaboration. Two groups of sixth grade pupils, one experimental (with 30 children) and the other control (with 25 children), were used. Both groups were tested at the beginning of the experiment, using the Torrance Tests of Creative Thinking. The experimental group experienced 13 outdoor education activities incorporated into units within the curriculum areas of social studies, science, art, and music; the control group had no outdoor education activities. After 45 school days both groups were given the Torrance Tests of Creative Thinking. The tests measured nonverbal creativity. Findings included: outdoor education activities did not improve the level of measured creative thinking factors of the experimental group; pupils in the control class significantly increased in figural originality and elaboration; outdoor education activities had an effect in nonverbal creativity of girls in the experimental class but not of boys; and boys in the control class had no significant gains in the four measured creativity factors while the girls had a significant gain in figural originality and elaboration. (NQ)

ED 130 808

RC 009 483

Briggs, Vernon M.

Implications of Noninstitutional Considerations Upon the Effectiveness of Manpower Programs for Chicanos.

Texas Univ., Austin. Center for the Study of Human Resources.

Report No—BEB-412

Pub Date Jan 73

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Acculturation, Anglo Americans, *Cultural Differences, Cultural Factors, *Economically Disadvantaged, Economic Disadvantage, *Economic Opportunities, *Employment Programs, Equal Opportunities (Jobs), *Ethnic Groups, Family Characteristics, Language, Manpower Development, Manpower Needs, Mexican Americans, Negroes, *Policy Formation, Social Characteristics, Socioeconomic Influences, Spanish Culture

Identifiers—*Chicanos

Public policy has recognized the need to develop selective programs that zero in on the needs of specific racial subgroups (especially those Chicanos, Cubans, and Puerto Ricans of mixed racial backgrounds). However, entering the 1970's, the strategy of approaching social problems in terms of their impact upon subgroups has been politically attacked as being nationally divisive. Yet it remains highly doubtful that public policies designed to enhance the earning power of individuals (i.e., manpower programs focusing on the quantitative dimensions of labor

supply as opposed to fiscal and monetary policies focusing on the quantitative dimensions of labor demand) can function successfully under any other economic mandate. The thesis that racial subgroups require special attention implies that there is a differential in the economic experience between the various subgroups. These unequal results are due either to barriers presented by the operations of society's institutions or to cultural and social characteristics of the subgroup which restrict easy assimilation into the larger society. This paper explores some of the effects that selective cultural and social characteristics (i.e., incidence of poverty, educational attainment, family characteristics, language) of Chicanos may exert upon the need for effective manpower policies. It is posited that there is a definite need for fragmented policy measures if assurances of equal economic opportunities are to be provided to all individuals in all racial subgroups. (Author/NQ)

ED 130 809

RC 009 486

Gonzales, Sylvia

The Chicana Perspective: A Design for Self-Awareness.

Pub Date 74

Note—34p.

Available from—Spartan Bookstore, San Jose State University, San Jose, California 95192 (\$2.35)

Document Not Available from EDRS.

Descriptors—Changing Attitudes, *Cultural Awareness, Cultural Images, *Feminism, Group Unity, Identification (Psychological), Mexican American History, *Mexican Americans, Organizations (Groups), Racial Recognition, Research Needs, Role Conflict, *Rule Perception, *Self Actualization, *Sex Role, Sex Stereotypes, Social Attitudes, Social History, Sociocultural Patterns

Identifiers—*Chicanas

Although Chicanas have played an equally significant role in the shaping of the Chicano experience, traditionally they have been relegated to a substandard position. They have been ignored, their accomplishments have gone unrecognized and their needs have been neglected. Their role has been rigidly defined as passive. The Chicana's effort and work in the movement is generally obscured because women are not accepted as community leaders either by Chicanos or the Anglo establishment. This existing, myopic attitude does not prove that women are not able and willing to participate, nor does it prove that women are not experienced and knowledgeable in organizational, tactical and strategic aspects of a people's movement. Anglo society has transmitted through its many institutions, oppressive attitudes toward minorities. Chicanas are doubly discriminated against as members of an ethnic-cultural minority and as women. They are also cast into the position of being a minority with the ranks of American women. If Chicanas jump from their own oppression into that of Anglo women without first reaching an understanding of themselves and their unique needs and without demanding Chicano participation in this understanding, she will once again find herself the peon of a strict patronage system imposed by the oppressed Anglo female. But if this understanding is reached together with the Chicano, then and only then, can Mexican Americans confront and challenge Anglo racism and oppression. (Author/NQ)

ED 130 810

RC 009 499

Hernandez, Ascencion Mendoza, John

An Orientation for Mexican-American Community Workers in the Field of Aging. [A Report on the] Institute on Aging (Topeka, Kansas, May 21, 22, 23, 1973).

Chicano Planning Council, Inc., San Jose, Calif.; Justicia, Inc., Topeka, Kans.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Commission on Aging; Kansas State Dept. of Social and Rehabilitation Services, Topeka.

Pub Date 21 May 73

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Change Strategies, Citizen Role, *Community Organizations, Delivery Systems, Economic Factors, *Gerontology, Health Services, Housing, *Human Services, Institutes (Training Programs), *Mexican Americans, Needs, Older Adults, Politics, Program Improvement, Retirement, Role Perception,

Senior Citizens, Spanish Speaking, *Staff Orientation
Identifiers—*Chicanos, *Kansas

Forty trainees, consultants, and resource persons attended the 3-day Institute held in Topeka, Kansas. Among the Institute's objectives were to: provide a basic orientation to the roles and functions of the aging services, programs, and the field of gerontology; examine aging services and benefits, both legislative and programmatic relating to Chicano communities; aid the Chicano community workers to develop skills and strategies that would result in a more effective utilization of aging resources, e.g., how to effectively follow-up on referrals in order to assure that services are being provided or to ascertain why they are not being provided; and document data on the Chicano elderly's needs in the State in order to set priorities for development of service programs which would be accessible to them. Four major areas of need were reflected—health, housing, retirement roles, and economic issues. Training was provided through lecture presentations by Institute staff, small group workshops, film and panel presentations, recording of proceedings, and evaluation. This report outlines the Institute's activities and gives four of the presentations—"Remarks on the Spanish Speaking Elderly and Programs for the Aged in Kansas"; "The Aged and the Political Process"; "The Role of the Aged in a Colonized Situation"; and "Strategies for Action". (NQ)

ED 130 811 RC 009 500

Economic and Social Statistics for Americans of Spanish Origin. Hearing Before the Subcommittee on Census and Population of the Committee on Post Office and Civil Service, House of Representatives, Ninety-fourth Congress, First Session on H.J. Res. 92: Joint Resolution Relating to the Publication of Economic and Social Statistics for Americans of Spanish Origin or Descent (March 21, 1975). Serial No. 94-8.

U. S., Washington, D. C. House Committee on Post Office and Civil Service.
Report No.—HR-Ser-94-8
Pub Date 75

Note—71p.; Not available in hard copy due to small print size of original document
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Census Figures, *Data Collection, Demography, *Economic Factors, Employment Statistics, Federal Government, Federal Legislation, *Social Factors, Socioeconomic Background, *Spanish Speaking, Statistical Data

Identifiers—*Americans of Spanish Origin, *Congressional Hearings, HJ Res 92

Full and complete enumeration of the American population is a constitutionally mandated process whereby political representation in Congress is distributed. Census data are also used to calculate the allocation of funds to State and local governments for Federal assistance programs, to insure equal employment opportunity, and to protect voting rights. Because census statistics greatly shape Government policies and programs, it is essential that these statistics be accurate and complete. Past statistic gathering efforts by the Government for Americans of Spanish origin have been greatly criticized. This Nation's Spanish background people are still at a serious disadvantage because of the lack of meaningful statistics to determine their actual status. House Joint Resolution 92 is an effort to improve the accuracy and scope of the social and economic statistics gathered on Americans of Spanish origin. On March 21, 1975, testimony was heard on new efforts in the area of statistics data gathering by the Federal Government since the previous year. Witnesses included a member in Congress from California and representatives from the Demographic Fields and Spanish Statistics Staff of the Bureau of the Census; SER-Jobs for Progress, Inc.; National Congress of Hispanic American Citizens; Economic Research Service of the U.S. Department of Agriculture; National Services Office of the National Council of La Raza; and Bureau of Labor Statistics, Department of Labor. (NQ)

ED 130 812 95 RC 009 501

Mend, Mary Gonzales, Ed.
National Spanish-Speaking Conference on Educational Leadership: Conference Papers, Institute for Educational Leadership (Los Angeles, California, Summer 1975).

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Grant—DEG-09426010-2461/725

Note—80p.; In English and Spanish

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Academic Education, Administrator Education, Change Agents, Community Involvement, Community Leaders, *Conference Reports, Conflict, Decision Making Skills, Financial Support, *Leadership Training, Management Development, *Skill Development, *Spanish Speaking, *Talent Utilization

In the winter of 1973, 30 Spanish-speaking educators representing communities throughout the nation, school districts, higher education institutions, and professional organizations held a working conference which focused on educational leadership development. Discussion centered on requisite skills and the preparation and utilization of personnel resources. In the spring of 1974, the contents of three papers, which distilled much of the workshop planning and review sessions, debate among the participants, and research on the part of the writers, were discussed with representatives of the major foundations, the U.S. Office of Education, and legislators with special concerns related to the education of the Spanish-speaking population. This report includes the three papers along with a Spanish translation. Eight recommendations, related to professional training and advancement and bilingual programs, are elaborated in the papers. The first paper, "The Acquisition of Leadership Skills", provides a framework by which the Spanish-speaking or similar communities may begin to gain access to educational leadership positions. Positive approaches for alleviating the leadership gap through adequate and appropriate training are presented in "Spanish-Speaking Leadership Development As Catalyst for Change". The utilization of leadership and leadership skills is discussed in the third paper, "Leadership Utilization". (NQ)

ED 130 813 RC 009 509

Mingo National Wildlife Refuge Environmental Education Program: Teacher's Handbook.
Mingo National Wildlife Refuge, Puxico, Mo.

Note—75p.; Not available in hard copy due to extensive use of colored paper in original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Activity Learning, Art, Biological Sciences, Conservation (Environment), Curriculum Development, Ecology, Elementary Secondary Education, *Environmental Education, *Interdisciplinary Approach, Land Use, Language Arts, *Lesson Plans, Map Skills, Mathematics, *Nature Centers, *Outdoor Education, Rural Environment, Social Studies, Teaching Guides, Trees

Identifiers—*Mingo National Wildlife Refuge, Missouri (Puxico)

A wide diversity of interesting plant and animal life can be observed and studied at Mingo National Wildlife Refuge, the last sizeable example of the swampland which once covered millions of acres in the area. Many of the species here, such as the swamp rabbit, are rare elsewhere in the state. The refuge's archaeological and historical resources are equally diverse. Mingo's original purpose was to provide a resting and wintering area for waterfowl. Today educational experiences are also provided on the refuge. School groups are offered two types of activities—self-guided tours and planned field activities. For the tours, refuge personnel provide a short orientation talk to the class and go over the route to be taken with the teacher. For the planned field activities, lesson plans are provided. Refuge staff will sometimes be able to assist in conducting these activities. This handbook includes examples of the lesson plans. Topics covered are: observation and perception, habitat investigation (energy cycle), basic measuring, rural life and the Depression, compass use, contour mapping, creative writing and nature, art and nature, cemetery study, land use study (pioneer homestead), aquatic biology, transect study, soils and erosion, observing and classifying trees, and creative communication using nature as a stimulus. (NQ)

ED 130 814 RC 009 531

Development of an Organizational Design for the Office of Education Programs, Bureau of Indian Affairs, April 1971. Research and Evaluation Report Series No. 39.01.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date Apr 71

Note—75p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administration, *Agency Role, *American Indians, Attitudes, Centralization, Definitions, *Educational Objectives, *Federal Government, Field Interviews, Interagency Cooperation, Leadership, Organization, Organizational Communication, *Organizational Effectiveness, Personnel Policy, *Program Evaluation

Identifiers—BIA, *Bureau of Indian Affairs Office of Education

Organization of the Bureau of Indian Affairs (BIA) Central Office of Education activity is evaluated in this unabridged assessment. This report includes: (1) Background (1971 establishment of the evaluation task force composed of experienced field and central office personnel); (2) Scope (functions/organization of BIA central and field based operations; Director's status; grade structure of educational leadership; organizational locations and agency relationships); (3) Approach (group review of organizational documentation and group conducted personal interviews with over 100 key people); (4) Findings re: Goals and Objectives (need for clarification); Priority Definition (need for more effective implementation of Indian education priority); Outside Influences (Department of the Interior and Office of Management and Budget, Congress, other Federal departments/agencies, Indian tribes and organizations, and other organizations); Distribution of Functions (duplication and confusion); Administration (high turnover rate at the administrative level and delays); Methods of Operation (leadership and cooperation problems); Communications (significant internal and external communication problems); Attitudes (very low morale); (5) Conclusions and Recommendations (goals and objectives, roles and responsibilities, activities by level, distribution of functions, activity relationships, organizational structure, and four options). (JC)

ED 130 815 RC 009 532

Hawkins, James E.

An Alternative Approach to the Organization of the Office of Education Programs, Bureau of Indian Affairs, December 1972.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Dec 72

Note—50p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Change, Administrative Personnel, *Agency Role, *American Indians, *Educational Objectives, Educational Quality, Federal Government, *Financial Support, Job Layoff, Operations Research, *Organizational Change, Organizational Effectiveness, Program Development, Program Guides, Self Actualization, *Technical Assistance

Identifiers—BIA, *Bureau of Indian Affairs Office of Education

Presenting a Bureau of Indian Affairs (BIA) Office of Education organizational alternative based upon the findings of the Task Force on the Functions and Organization of the BIA Education Programs (Executive Summary is appended) and the concept of American Indian self-determination, this document deals with: the experience of Indian control of education; an organizational alternative; quality education; implications of the alternative; the Office of Education's Director; and implementation procedures. Specifically, this alternative calls for: a general management program; finance for Indian education programs; technical services for Indian education (consultative services; research, evaluation, and program review; communication services; and legislation liaison activities); quality education for Indians based upon the concept of centralized generalists and localized specialists; a 50% reduction in BIA Office of Education staff and operations (elimina-

tion of the Teacher Recruitment Section, National Indian Training Center, School Operations Coordination Division and selective reductions in the remaining units); the position of the Director to be retitled, regraded, and given line authority; swift implementation to include a three-person committee to work with Division Chiefs, the Director, and Personnel and an out-placement program. (JC)

ED 130 816 RC 009 533

Thompson, Morris Allen, Noah

The Organization of the Office of Indian Education Programs, July 1, 1974 and July 1, 1975. Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 75

Note—234p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Agencies, *Agency Role, *American Indians, *Data, Educational Objectives, Educational Programs, *Federal Government, History, *Organizational Change, Policy Formation, Synthesis

Identifiers—BIA, *Bureau of Indian Affairs Office of Education, *Office of Indian Education Programs

Extensive appendices constitute the major portion of this document detailing the organizational history of the Central Office of the Bureau of Indian Affairs (BIA) and its Office of Indian Education Programs during the reorganizational period of 1966-74. A brief summary of this period in the BIA includes the following major points: The Headquarters organization has been unstable for five years; was studied extensively; and the ultimate structure carefully reviewed; Central Office was to have fewer employees and was to perform a policy development and fiscal role, transferring all operational functions to Area Offices and engaging in reduction-in-force; the Office of Indian Education Programs was organizationally confused with overlapping functions and involvement in operations; the Commissioner stated that Indian services superceded organizational structure among BIA priorities. The appendices include: Memos Re: Department Manual 130 DM 2-8, Revised Functional Statements, Justification for Over-Ceiling Positions-Education; Meeting of Special Committee for Realignment of Central Office; Central Office Realignment 1973 and 1974; and Policy Statements Relating to the Development of Realignment; Office of Indian Education Programs; Central Office Education Functions/Organization; Central Office Preliminary Proposal; Central Office Education and the Indian Education Resources Center; "The Field Location of Central Office Personnel of the BIA Office of Education Programs". (JC)

ED 130 817 RC 009 534

McPeters, Janine E.

The Effects of Different Leadership Styles on Selected Behavioral and Interpersonal Variables of Emotionally Disturbed Adolescents in a Camping Program.

Pub Date Mar 76

Note—130p.; MS Thesis, Pennsylvania State University

Available from—Inter-Library Loan, Pennsylvania State University, University Park, Pennsylvania 16802

Document Not Available from EDRS.

Descriptors—*Adolescents, Behavioral Science Research, *Behavior Problems, *Camping, Comparative Analysis, Correlation, *Emotionally Disturbed, Group Behavior, Hypothesis Testing, *Leadership Styles, Masters Theses, *Outdoor Education

Identifiers—Kartitas Community, *Mississippi (Crystal Springs)

Testing the hypothesis that group-centered leadership leads to less problem behavior among emotionally disturbed adolescents, 20 male and female adolescents aged 14-18 (from Kartitas Community in Crystal Springs, Mississippi) were divided into leader-centered and group-centered groups and exposed to 3 weekend camping experiences. Assessments were made via Boward Scale of Interpersonal Affect (level of interpersonal liking for other group members); Wagon Group as a Whole Scale (individual's degree of like or dislike for the group as a whole); and Devereux Adolescent Behavior Rating Scale

(amount and type of problem behavior displayed by participants). Statistical analysis involved the: Kruskal-Wallis One Way Analysis of Variance; Mann-Whitney U Test; and Spearman Rank Order Correlation Coefficient. Results indicated: participation in a camping program with either group- or leader-centered leadership did not improve emotionally disturbed adolescents' level of interpersonal affect for other group members; group-centered leadership led to greater increase in liking for the group as a whole than did leader-centered leadership; the hypothesis was not unconditionally supported, although the only positive behavior changes that occurred and the one positive behavior change that continued past the first camping trip occurred in the group-centered leadership group. (JC)

ED 130 818 RC 009 546

Bruse, R.

Processes of Stratification and Occupational Migration of Peasants and Rural Workers in the Federal Republic of Germany - A Pathanalytical Approach.

Pub Date Aug 76

Note—31p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Agriculture, Census Figures, Comparative Analysis, Critical Path Method, *Educational Interest, Farmers, Foreign Countries, Males, *Occupational Mobility, Parental Background, Parent Influence, *Rural Population, Rural to Urban Migration, Rural Youth, Social Background, *Social Mobility, *Social Stratification

Identifiers—*West Germany, *World Congress of Rural Sociology (4th)

Based upon empirical data derived from a "Mikrozensus-Zusatzbefragung 71" in the Federal Republic of Germany (456,310 people), general patterns and determinations were analyzed relative to the sectoral, occupational, and vertical social mobility of the agricultural population both inside and outside the rural sector. Employing path-analysis, the process of stratification was examined in terms of education and its dependence upon social background (male youth and their fathers' occupations were examined in terms of determination for school and/or occupational education) and the relative importance of educational attainment and social background in the process of stratification (six status categories were established and intergenerational occupational comparisons were made). Results indicated: (1) farm background was a handicap in the process of stratification in the nonfarm sector; (2) in the agricultural sector, as opposed to the non-agricultural sector, the occupational status of farmers' sons was more strongly determined by fathers' occupational status than by the youth's own educational standard; (3) occupational status of the migrant to non-agricultural sectors was more influenced by educational attainment than by social background; (4) occupational migration of farmers and rural workers normally correlated with un- or semi-skilled positions in the secondary sector. (JC)

ED 130 819 RC 009 562

Fugitt, Glenn V. Beale, Calvin L.

Population Change in Nonmetropolitan Cities and Towns. Agricultural Economic Report No. 323.

Economic Research Service (DOA), Washington, D.C.

Report No—AER-323

Pub Date Feb 76

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Census Figures, *Community Size, Comparative Analysis, Distance, Geographic Location, *Geographic Regions, Population Growth, *Population Trends, *Rural Areas, *Rural Urban Differences, *Tables (Data), Transportation, Urban Areas

Identifiers—*Proximity, Residential Preferences
Based on the decennial censuses of 1950, 1960, and 1970, patterns of population change between 1950-60 and 1960-70 are analyzed for U.S. nonmetropolitan incorporated cities and towns via tabular and narrative data. The cities and towns which are analyzed range in size from less than 100 to 50,000 population and, as of 1970, include over 30 million people or about one-half of the total population living outside metropolitan places. For this study, a constant

geographic boundary is maintained, and the research relates to places outside metropolitan areas as defined in 1963. Variations in population growth are examined by size groupings and other variables such as regional location, presence of an interstate highway, distance from a metropolitan central city, and annexation. Results from both the 1950's and 1960's indicate that any general view of small towns as dying is grossly inaccurate, for nonmetropolitan areas grew in population 14% in 1950-60 and 10% in 1960-70 (a rate of growth which was less rapid than that of urban areas, but more rapid than that of the nonmetropolitan population outside incorporated places) and while there were growing and declining towns in all size classes, only the very smallest of village classes experienced population loss more commonly than growth between 1960-70. (Author/JC)

SE

ED 130 820 SE 019 454

Out To Learn. Guidelines and Standards Manual for Outdoor Environmental Education.

Saskatchewan Dept. of Education, Regina.

Pub Date Oct 74

Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Camping, *Elementary Secondary Education, *Environmental Education, *Guidelines, *Outdoor Education, Program Development, Resource Materials, *Teaching Guides

Identifiers—*Saskatchewan

This standards and guidelines manual, developed by the Saskatchewan Department of Education for use in the Saskatchewan schools, is designed to help teachers and school districts develop a safe and well-organized outdoor environmental education program. The topics covered include: Outdoor Environmental Education Implications for Students, Teacher, School Board and Community; Environmental Protection; Guidelines for Program Planning; Health and Safety; and Legal Implications. Seven appendices provide information on the following: Student-Teacher Resource Material; Saskatchewan Regulations; Checklists; Sample Forms and Formats; Menus and Food Supply Lists; First Aid and Accident Procedures; and General Information. A bibliography is included. (BT)

ED 130 821 SE 020 263

Environmental Education, Energy - Transportation, Grades K-8.

New Jersey State Council for Environmental Education, Upper Montclair.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [75]

Grant—OEG-0-71-1754(290)

Note—55p.; For related documents, see SE 020 264 and SE 020 739; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Conservation Education, *Elementary Education, *Energy Conservation, *Environmental Education, *Instructional Materials, Interdisciplinary Approach, *Learning Activities, Natural Resources, Resource Materials, Science Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The activities in this publication are taken from one of the thirteen units comprising the "Environment and the Quality of Life" series in New Jersey. This book is one of three containing energy-related student activities at various grade levels. The topic of this particular book is energy transportation. The activities correspond to a number of behavioral objectives and are further grouped according to suitability for pupils in grades K-8. Interdisciplinary in approach, the activities are taken from the subjects of science, art, social studies, mathematics, language arts, English, manual arts, health, and guidance. The book contains some charts and illustrations, as well as a listing of supplementary references. (MA)

ED 130 822 SE 020 264
Environmental Education, Energy - Technology, Grades 7-12.

New Jersey State Council for Environmental Education, Upper Montclair.
Spons. Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [75]
Grant—OEG-0-71-1754(290)

Note—53p.; For related documents, see SE 020 263 and SE 020 739; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Conservation Education, *Energy Conservation, *Environmental Education, *Instructional Materials, Interdisciplinary Approach, *Learning Activities, Natural Resources, Resource Materials, Science Education, *Secondary Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This publication is one of three books containing energy-related student activities at various grade levels. This particular book is concerned with energy technology. The activities correspond to a number of behavioral objectives and are further grouped according to suitability for pupils in grades 7-9. Interdisciplinary in approach, the activities are taken from the disciplines of science, art, social studies, mathematics, music, language arts, English, and manual arts. The book contains some charts and illustrations, as well as a listing of supplementary references. (MA)

ED 130 823 SE 020 615
A Comparative Study of Family Planning Service Statistics Systems in the ESCAP Region. Asian Population Studies Series No. 15.

United Nations Economic and Social Commission for Asia and the Pacific, Bangkok (Thailand).
Pub Date 75

Note—135p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Comparative Analysis, Contraception, *Demography, Environmental Education, *Family Planning, Overpopulation, *Population Education, Population Growth, Population Trends, *Research

Identifiers—*Asia

This monograph contains a study conducted by the Population Division of the United Nations Economic and Social Committee for Asia and the Pacific (ESCAP). The document is designed to aid policy-makers, administrators and evaluation personnel in family planning programs in the ESCAP region, primarily, and researchers working in the field of family planning program evaluation. The main objective of the study is to examine the existing family planning service statistics systems in the region from the points of view of uniformity in the definitions of key terms and concepts used in program evaluation and the capabilities of the systems to generate and process reliable data required for program evaluation and monitoring. Most of the data were gathered through the administration of an open-ended questionnaire and through personal visits to the study countries by the staff of the ESCAP secretariat. Contents written in this report include topics related to the main objective of the study. There are ten annexes that contain data, records, and reports. A short bibliography concludes the document. (Author/MA)

ED 130 824 SE 020 618
Mathematics Methods and Materials. Module CMM:006:00.

Rexroat, Melvin E.
Idaho State Univ., Pocatello.

Pub Date Sep 72
Note—6p.; For related Modules, see SE 020 619-624; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Curriculum, *Elementary School Mathematics, Elementary School Teachers, Higher Education, Instructional Materials, Mathematics Education, *Methods Courses, *Performance Based Teacher Education, *Preservice Education, Teacher Education

This document describes the module cluster "Mathematics Methods and Materials" to be used in a performance-based elementary teacher edu-

cation program. General objectives of the module cluster are specified, and prerequisites to the cluster are identified. Titles of 19 modules within the cluster are listed. The overall structure of each module within the cluster is explained, and suggestions are given to participating students concerning how to organize for the module study. (DT)

ED 130 825 SE 020 619
Orientation to Math Methods and Materials. Module CMM:006:01.

Idaho State Univ., Pocatello.
Pub Date Sep 72

Note—65p.; For related Modules, see SE 020 618-624; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum, *Educational Innovation, *Elementary School Mathematics, Elementary School Teachers, Higher Education, Instruction, *Instructional Materials, Mathematics Education, Methods Courses, *Performance Based Teacher Education, *Preservice Education, Teacher Education

This first module in the "Mathematics Methods and Materials" cluster for preservice elementary teachers is designed to help the intern teacher consider different ways of teaching and of learning mathematics. The rationale for the module is provided, followed by lists of objectives, instructional activities for the intern to complete, and assessment procedures to be followed. Eight reading handouts, each concerned with different aspects of changing standard classroom educational procedures are included in the module. (DT)

ED 130 826 SE 020 620
Instructional and Learning Modes in Math. Module CMM:006:02.

Idaho State Univ., Pocatello.
Pub Date Sep 72

Note—98p.; For related Modules, see SE 020 618-624; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum, *Elementary School Mathematics, Elementary School Teachers, Higher Education, Instruction, *Instructional Materials, *Learning, Learning Theories, Mathematics Education, Methods Courses, *Performance Based Teacher Education, *Preservice Education, Teacher Education, Teaching Methods

This is the second module in a series on mathematics methods and materials for preservice elementary teachers. This module focuses on three instructional and learning modes: expository, guided discovery, and inquiry (pure discovery). Objectives for the module are listed, the prerequisites are stated, pre- and post-assessment standards are specified, and 15 instructional activities are suggested. (DT)

ED 130 827 SE 020 621
Math Objectives and Utilization of State Math Curriculum Guide. Module CMM:006:03.

Idaho State Univ., Pocatello.
Pub Date Sep 72

Note—67p.; For related Modules, see SE 020 618-624; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Curriculum, *Elementary School Mathematics, Elementary School Teachers, Higher Education, Instruction, *Instructional Materials, Mathematics Education, Methods Courses, *Performance Based Teacher Education, *Preservice Education, Teacher Education

The third in a sequence of modules for preservice elementary school mathematics teachers, this module covers behavioral objectives and the use of state mathematics curriculum guides. Objectives for the module are specified; prerequisites are listed; and pre- and post-assessment and remediation activities are given. Ten instructional activities to be completed by the preservice teachers are listed. Nine reading handouts are included with the module. (DT)

ED 130 828 SE 020 622
Rexroat, Melvin E.

The Laboratory Approach to Math Instruction. Module CMM:006:04.

Idaho State Univ., Pocatello.
Pub Date Sep 72

Note—71p.; For related Modules, see SE 020 618-624; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Activity Learning, Curriculum, *Elementary School Mathematics, Elementary School Teachers, Higher Education, Instruction, *Instructional Materials, *Laboratory Procedures, Mathematics Education, Methods Courses, *Performance Based Teacher Education, *Preservice Education, Teacher Education, Teaching Methods

This fourth module in a sequence of instructional modules for preservice elementary teachers deals with the laboratory approach to mathematics. The module focuses on laboratory activities aimed at readiness, concept development, concept synthesis, recall, application, planning, evaluation, and remediation. Objectives for the module, prerequisites, pre- and post-assessment standards, and remediation activities are listed along with 9 instructional activities for the preservice teachers to complete. Eleven reading handouts covering laboratory organization, instructional approaches, and instructional materials are included. (DT)

ED 130 829 SE 020 623
Rexroat, Melvin E.

Math Lab Kits and Activities. Module CMM:006:05.

Idaho State Univ., Pocatello.
Pub Date Sep 72

Note—247p.; For related Modules, see SE 020 618-624; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Activity Learning, Curriculum, *Elementary School Mathematics, Elementary School Teachers, Higher Education, Instruction, *Instructional Materials, *Laboratory Procedures, Manipulative Materials, Mathematics Education, Methods Courses, *Performance Based Teacher Education, *Preservice Education, Teacher Education

This module for preservice elementary school teachers contains an extensive collection of ideas and materials for planning, modifying, and implementing mathematics laboratory activities. Objectives for the module are stated, pre- and post-assessment activities are listed, and six instructional activities to be completed by the preservice teachers are specified. The module includes 30 handouts describing games, activities, and materials which can be applied to math lab situations. Another handout describes a set of 11 "math lab kits" (collections of resource ideas built around a related set of manipulative materials), and a final handout explains the design and use of math lab activity cards. (DT)

ED 130 830 SE 020 624
Rexroat, Melvin E.

Diagnostic Techniques in Math. Module CMM:006:06.

Idaho State Univ., Pocatello.
Pub Date Sep 72

Note—82p.; For related Modules, see SE 020 618-623; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum, *Diagnostic Teaching, Educational Diagnosis, *Elementary School Mathematics, Elementary School Teachers, Higher Education, Instruction, *Instructional Materials, Mathematics Education, Methods Courses, *Performance Based Teacher Education, *Preservice Education, Teacher Education

This sixth module in the series for preservice elementary teachers develops the following concepts of diagnosis in mathematics: diagnostic techniques and instruments; the identification of specific learner behaviors; the concrete, semi-concrete, and abstract continuum aspect of learning mathematics concepts and skills; Piagetian developmental stages for conservation of number, length, volume, substance, and area; learner error

patterns; and remedial procedures. Objectives, prerequisites, and pre- and post-assessment procedures for this module are specified, and sixteen instructional activities to be completed by the preservice teachers are listed. Fifteen reading handouts are included with this module. (DT)

ED 130 831 SE 020 739
Environmental Education, Energy - Society, Grades 4-12.

New Jersey State Council for Environmental Education, Upper Montclair.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [75]

Grant—OEG-0-71-1754(290)

Note—52p.; For related documents, see SE 020 263-264

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Conservation Education, *Energy Conservation, *Environmental Education, *Instructional Materials, Interdisciplinary Approach, *Learning Activities, *Natural Resources, Science Education, *Secondary Education, Social Attitudes

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This publication is one in a series of three energy-related units selected from the "Environment and the Quality of Life" environmental education series. It contains numerous student learning activities for various grade levels, based on a number of behavioral objectives. Each activity provides the purpose, suitable grade level, related subjects, and methods. Subjects covered by the activities include language arts, social studies, science, mathematics, art, English, industrial arts, music, and home economics. A final resource lists supplementary references including books, films, and kits. (MA)

ED 130 832 SE 020 882

Reza, Richard And Others

Evaluating Teacher and Program Effectiveness Through Pupil Performance Measures.

Pub Date Apr 76

Note—20p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (49th, San Francisco, California, April 23-25, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Research, Effective Teaching, *Evaluation, *Performance Criteria, *Preservice Education, Program Effectiveness, *Science Education, Secondary School Teachers, *Teacher Education

Identifiers—Research Reports

This study was designed to: (1) design pupil growth measures for evaluating teacher and program effectiveness; (2) evaluate the effect of training site on preservice teachers' ability to bring about intended outcomes in pupil learning; and (3) determine the extent to which preservice teachers could bring about intended outcomes in pupil learning. Using classification skills and understanding of ecological concepts as pupil growth measures, it was shown that pupils taught by preservice teachers scored higher than students who were not instructed by preservice teachers. Also, students taught by field-based intern teachers scored higher than students taught by university-based interns. (MH)

ED 130 833 SE 021 182

Coon, Herbert L., Ed. Alexander, Michele Y., Ed.

Energy Investigations for the Classroom.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—148p.; Contains occasional colored pages. Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (\$4.50)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Elementary Secondary Education, *Energy, *Environmental Education, *Instructional Materials, Interdisciplinary Approach, *Learning Activities, Natural Resources, *Science Education, Teaching Guides

This sourcebook, designed for use in grades K-12, contains energy teaching activities related to energy resources, production, distribution and use. Each activity has been classified by the editors according to the most appropriate grade level, subject matter, and energy concept involved. Subject areas are science, mathematics, social studies, language arts, and fine arts. This sourcebook draws heavily on ideas and factual materials found at the ERIC Center for Science, Mathematics, and Environmental Education. The references cited in specific activities could be useful to persons interested in obtaining more activities and ideas related to energy. Many of the activities are interdisciplinary in nature and were developed or suggested by public school teachers. (BT)

ED 130 834 SE 021 323

Roberts, Douglas A.

The Mole as an Explanatory Device: How Do You Know a Mole If You See One? A Manual for Chemistry Students. Sample Teaching Materials: The Explanatory Modes Project.

Ontario Inst. for Studies in Education, Toronto. Dept. of Curriculum.

Pub Date 72

Note—64p.; For related documents, see SE 021 324-327

Available from—Explanatory Modes Project, Ontario Inst. for Studies in Education, 252 Bloor St., West, Toronto 181, Ontario, Canada (no price quoted)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Chemistry, *College Science, Higher Education, *Instructional Materials, Manuals, Science Education, Science History, *Scientific Concepts, *Supplementary Textbooks

Identifiers—*Mole Concept

This booklet is designed to supplement the study of introductory chemistry. It deals particularly with the mole concept but also includes ideas for analyzing the kinds of statements that appear in all science textbooks and scientific writing. The material in the booklet should be studied after the completion of an introductory textbook study of the mole concept. Part 1 presents an analysis of the mole concept and part 2 is an account of the contributions of Dalton, Gay-Lussac, and Avogadro to the mole concept. The main text appears only on odd-numbered pages; the even-numbered pages contain corresponding commentaries and suggestions for analyzing the text. (MH)

ED 130 835 SE 021 324

Campbell, Douglas C.

Epistemological Posture as an Intellectual Variable: The Explanatory Modes Project, Background Paper No. 3.

Ontario Inst. for Studies in Education, Toronto. Dept. of Curriculum.

Pub Date 71

Note—29p.; For related documents, see SE 021 323-327

Available from—Explanatory Modes Project, Ontario Inst. for Studies in Education, 252 Bloor St., West, Toronto 181, Ontario, Canada (no price quoted)

Document Not Available from EDRS.

Descriptors—Affective Behavior, *Attitudes, *Beliefs, Educational Research, Evaluation, Philosophy, *Psychological Characteristics, Science Education, *Taxonomy

Identifiers—*Epistemology, Research Reports

A useful means for conceptualizing important differences in the way people actually perceive issues regarding truth and knowledge is discussed. An individual's attitudes and beliefs concerning the nature of truth and knowledge, termed "epistemological posture," is developed as a psychological variable and compared to other variables such as dogmatism/open-mindedness. A taxonomy of 23 issues is presented to provide more explicit meaning to the concept of epistemological posture and to serve as a basis for item construction of instruments that measure this concept. Suggestions are given for constructing instruments and several test items are included. Implications for educational research and science teaching are discussed. (MH)

ED 130 836 SE 021 325

Munby, A. Hugh

Analyzing Science Teaching: A Case Study Based on Three Philosophical Models of Teaching. The Explanatory Modes Project, Background Paper No. 5.

Ontario Inst. for Studies in Education, Toronto.

Dept. of Curriculum.

Pub Date 75

Note—82p.; For related documents, see SE 021 323-327

Available from—Explanatory Modes Project, Ontario Inst. for Studies in Education, 252 Bloor St., West, Toronto 181, Ontario, Canada (no price quoted)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Classroom Communication, *Classroom Observation Techniques, *Educational Research, *Instruction, Physical Sciences, *Science Education, Secondary Education, Secondary School Science, *Teaching Models, *Teaching Styles

Identifiers—Research Reports

The development of a category scheme for the systematic analysis of science classroom discourse is described. Three teaching models are discussed: the Impression Model, which depicts the mind of a student as receiving and storing external impressions; the Insight Model, which denies the possibility that ideas or knowledge can be conveyed by language, and describes knowledge to be the result of insight into meaning; and the Rule Model, which describes the intent of teaching to be the acquisition of knowledge. The characteristic features of these models constitute the analytical scheme which is used to identify the teaching models in transcribed chemistry and physics lessons in grades 11, 12, and 13. (MH)

ED 130 837 SE 021 326

Kilbourn, Brent

Analyzing the Basis for Knowledge Claims in Science Textbooks, A Method and a Case Study. The Explanatory Modes Project, Background Paper No. 6.

Ontario Inst. for Studies in Education, Toronto. Dept. of Curriculum.

Pub Date 71

Note—50p.; For related documents, see SE 021 323-327

Available from—Explanatory Modes Project, Ontario Inst. for Studies in Education, 252 Bloor St., West, Toronto 181, Ontario, Canada (no price quoted)

Document Not Available from EDRS.

Descriptors—Biology, Case Studies, *Content Analysis, Educational Research, Evaluation, *Instructional Materials, Science Education, *Scientific Concepts, *Secondary Education, Secondary School Science, *Textbook Content

Identifiers—*Epistemology

Five questions are developed as an analytical scheme by which the basis for knowledge claims in science textbooks can be analyzed. The scheme is based on three conditions of knowledge: (1) if the claim is true (the truth condition), (2) if there is adequate evidence for the claim (the evidence condition), and (3) if the claim is believed to be true (the belief condition). From these conditions, five questions were developed: (1) Are qualifiers present in the claim? (2a) Is the claim true by definition? (2b) Which theory of truth seems to be implied by the text as the basis for considering a given claim to be true? (3) What is the nature of support for a claim? (4) Where is support for the claim located? and (5) What "beliefs" provide a basis for the claim? Using these questions, six pages from a high school biology textbook are presented and analyzed for knowledge claims. (MH)

ED 130 838 SE 021 327

Russell, Thomas L.

Toward Understanding the Use of Argument and Authority in Science Teaching. The Explanatory Modes Project, Background Paper No. 7.

Ontario Inst. for Studies in Education, Toronto. Dept. of Curriculum.

Pub Date 73

Note—53p.; For related documents, see SE 021 323-326

Available from—Explanatory Modes Project, Ontario Inst. for Studies in Education, 252 Bloor St., West, Toronto 181, Ontario, Canada (no price quoted)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Authoritarianism, Classroom Communication, Discussion (Teaching Technique), *Educational Research, *Instruction, Philosophy, *Science Education, *Secondary Education, Secondary School Science, *Teacher Role

Identifiers—Research Reports

A study of the manner in which a teacher's arguments can present different messages about authority to learners is discussed. Two analyses of the concept of teaching are examined and the emphasis upon rationality in Western culture is placed in historical context. An analysis of the form of arguments is presented, including an argument-pattern that facilitates the identification of the kind of authority conveyed by an argument. Episodes selected from a set of twelve secondary school science lessons are examined. Analyses of three teachers' arguments illustrate the considerations involved in determining the kind of authority a classroom argument suggests. (MH)

ED 130 839

SE 021 375

Hayward, Robert R.

The Developing and Field Testing of an Instrument Using the Planetarium to Evaluate the Attainment of the Concept of Annual Motion.

Pub Date Apr 76

Note—17p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (49th, San Francisco, California, April 23-25, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Astronomy, Criterion Referenced Tests, *Educational Research, Evaluation, *Planetariums, Science Education, Secondary Education, *Secondary School Science, Space Sciences, *Test Construction, Tests

Identifiers—Research Reports

The major problem of this study was the development of an instrument, the Planetarium Test on Annual Motion (PTAM), that would use an observational format in the planetarium as a reasonable substitute for the real sky to evaluate the attainment of instructional objectives related to selected concepts on the annual motions of the sun, moon, and planets. The instrument was designed to evaluate student performance on 17 objectives, 3 processes of science, and 3 intellectual skills. Thirteen concepts on annual motion were developed. Seventeen behavioral objectives congruent with the concepts were developed and two items written for each objective. The 34-item instrument was field tested with 471 sixth-grade students who received one of three treatments: a planetarium program, a similar classroom program, and no instruction (control). Both the planetarium and classroom treatments produced general gains in achievement more than mastery of concepts. The planetarium was significantly superior to the classroom on many mean and criterion scores for content objectives and, in general, the planetarium instruction fared well on objectives requiring evaluation of observational relationships and higher skills using these observations. (Author/MH)

ED 130 840

SE 021 390

Lantz, Alma And Others

An Impact Analysis of Sponsored Projects to Increase the Participation of Women in Careers in Science and Technology. [Interim Technical Report.]

Denver Univ., Colo. Research Inst.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jun 76

Contract—NSF-C-1053

Note—153p.; Occasional light and broken type in Appendices

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Careers, *Educational Programs, *Educational Research, Engineering, Enrollment Influences, Females, *Higher Education, *Science Careers, Science Education, Technology, *Womens Education

Identifiers—National Science Foundation, Research Reports

This report contains the evaluation and assessment of the impact of six experimental projects funded by the National Science Foundation in 1974 and 1975 to increase the number of women pursuing science-related careers. The projects are assessed both individually and as a whole. The projects were conducted at the following institutions: University of Kansas; Policy Studies in Education; Queensborough College; University of Missouri at Kansas City; Rosemont College; and Massachusetts Institute of Technology. Chapter 1 describes the evaluation methodology, including assessment of project documents, site visits, and a participant impact survey. Chapter 2 contains a synopsis of each of the projects, and Chapter 3 contains the interim program recommendations.

Chapter 4 discusses the psychological, sociological, and institutional barriers to the participation of women in science-related careers. Possible interventions or treatments that might be used are proposed and categorized by educational level. The appendices contain samples of the evaluation collection sheet used, and the participant impact survey. Also included are a bibliography of selected programs similar to the NSF projects, a film bibliography, and a selected annotated bibliography of the literature. (Author/MH)

ED 130 841

SE 021 391

Varley, Peter J.

Science in the Primary School. Evaluation Series. Queensland Dept. of Education, Brisbane (Australia).

Pub Date Dec 75

Note—47p.; Contains small print in Appendix

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Curriculum, Curriculum Development, *Curriculum Evaluation, *Educational Research, Elementary Education, Elementary School Science, *General Science, *School Surveys, Science Education

Identifiers—*Australia (Queensland), Research Reports

This report presents data collected in a teacher survey concerning the Primary Science Syllabus used in the primary schools of Queensland, Australia. Data were gathered by a single questionnaire from 259 primary science teachers randomly selected from the Brisbane South Education Region. The instrument was divided into two parts. Part I consisted of questions concerning school and teacher characteristics while Part II was concerned with the perceived adequacy of the syllabus and its implementation. Along with descriptive data about the schools and teachers involved, frequency distributions are provided for each question in the instrument. Factor analysis, cluster analysis, and discriminant analysis are used to provide information on teaching patterns and on patterns where assistance was required for the syllabus implementation. (MH)

ED 130 842

SE 021 393

Scientific and Technical Manpower Projections.

Proceedings of the Seminar Including the Formal Papers (Hot Springs, Virginia, April 16-18, 1974).

National Science Foundation, Washington, D.C. National Science Board.

Report No—NSB-74-287

Pub Date Apr 74

Note—251p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00262-7, \$3.75)

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Employment Trends, Job Market, Labor Economics, *Manpower Needs, *Prediction, *Research Methodology, *Science Careers, Science Education, *Scientific Manpower, Seminars, *Technical Occupations

Identifiers—National Science Foundation

This report contains the proceedings of a seminar conducted by the Ad Hoc Subcommittee on Manpower of the National Science Board. The major topic of the seminar was the scientific and technical manpower projections of supply and demand, since such projections can serve as a major tool in effecting policy decisions. Six major papers were commissioned for the seminar, each with the following themes: (1) the accuracy of past predictions of scientific and technical manpower; (2) the methodology assumptions used, and limitations employed in projections of scientific and engineering manpower supply and demand; (3) the uses, limitations, and impacts of these projects; (4) methods for enabling students to make career decisions; and (5) possible steps to aid students and others over the long term to evaluate the realizability of their anticipated futures. This volume contains the commissioned papers, panel discussions and summaries, and a complete listing of all participants. (Author/MH)

ED 130 843

SE 021 402

Tomera, Audrey N. And Others

A Comparison and Analysis of Concepts of Science and the Scientist Held by Professional Scientists, Science Educators, and Preservice Elementary Education Majors.

Pub Date Sep 76

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Attitudes, Educational Research, *Education Majors, Preservice Education, Science Education, *Science Teachers, *Scientific Attitudes, *Scientists, Secondary School Teachers

Identifiers—Research Reports

Samples of professional scientists, science teachers, and preservice elementary education majors were sent a questionnaire consisting of the POSSI (Perceptions of Science and the Scientist Inventory) instrument. The instrument comprised six short-answer questions dealing with: (1) a definition of science, (2) the difference between science and technology, (3) the greatest contribution of science to man's culture, (4) the most important intellectual process to the scientist, (5) the paramount ethical responsibility of the scientist, and (6) the value of science education to human beings. Included in this report are analyses of the various types of answers given to these questions and the percentage of each sample group that responded with each answer-type. In general, the results of the study show that scientists and science educators have similar perceptions of science but that the preservice elementary education majors often had no response to questions or held views contrary to the scientists and science educators. (MH)

ED 130 844

SE 021 404

Eaton, William W.

Energy Storage.

Energy Research and Development Administration, Washington, D.C.

Pub Date 75

Note—40p.; Photographs may not reproduce well

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Earth Science, *Electric Batteries, *Energy, General Science, *Instructional Materials, *Physical Sciences

Described are technological considerations affecting storage of energy, particularly electrical energy. The background and present status of energy storage by batteries, water storage, compressed air storage, flywheels, magnetic storage, hydrogen storage, and thermal storage are discussed followed by a review of development trends. Included are diagrams illustrating the basic mechanisms of each storage system and energy flow diagrams for 1970 and 1985. (SL)

ED 130 845

SE 021 405

Eaton, William W.

Energy Technology.

Energy Research and Development Administration, Washington, D.C.

Pub Date 75

Note—65p.; Photographs may not reproduce well; Contains occasional small print in figures

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Energy, *Energy Conservation, Environment, General Science, *Instructional Materials, *Natural Sciences, *Physical Sciences, *Technology

Reviewed are technological problems faced in energy production including locating, recovering, developing, storing, and distributing energy in clean, convenient, economical, and environmentally satisfactory manners. The energy resources of coal, oil, natural gas, hydroelectric power, nuclear energy, solar energy, geothermal energy, winds, tides, fuel cells, magnetohydrodynamics, hydrogen, and various storage devices are discussed. Energy transmission and diagrams illustrating energy demands, electrical generation capacity, and energy converter efficiencies are included. (SL)

ED 130 846

SE 021 406

Eaton, William W.

Geothermal Energy.

Energy Research and Development Administration, Washington, D.C.

Pub Date 75

Note—48p.; Photographs may not reproduce well

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Earth Science, *Energy, Environment, *General Science, *Instructional Materials, *Natural Sciences, Physical Sciences

Identifiers—*Geothermal Energy

Described are the origin and nature of geothermal energy. Included is the history of its development as an energy source, technological considerations affecting its development as an energy source, its environmental effects, economic considerations, and future prospects of development in this field. Basic system diagrams of the operation of a geothermal power plant are included. (SL)

ED 130 847

SE 021 407

Dukert, Joseph M.

Nuclear Power and the Environment.

Energy Research and Development Administration, Washington, D.C.

Pub Date 76

Note—95p.; Photographs may not reproduce well; Contains occasional small print

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Earth Science, *Energy, *Environment, General Science, *Instructional Materials, Natural Sciences, *Nuclear Physics, *Physical Sciences

Identifiers—*Nuclear Power Plants

Described are the major environmental effects resulting from the production of electricity by nuclear power plants. Discussed are effects of waste heat, radioactivity, radioactive waste elimination, costs, and future prospects. Included are diagrams illustrating cooling tower operation, effects of thermal discharge into water systems, radioactive waste disposal facilities, and a reading list. (SL)

ED 130 848

SE 021 408

Eaton, William W.

Solar Energy.

Energy Research and Development Administration, Washington, D.C.

Pub Date 76

Note—56p.; Photographs may not reproduce well; Contains occasional small print

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Energy, *Environment, General Science, *Instructional Materials, *Natural Sciences, *Physical Sciences, *Solar Radiation

Presented is the utilization of solar radiation as an energy resource principally for the production of electricity. Included are discussions of solar thermal conversion, photovoltaic conversion, wind energy, and energy from ocean temperature differences. Future solar energy plans, the role of solar energy in plant and fossil fuel production, and public participation in solar energy development are also presented. Diagrams illustrating solar collectors, availability of solar and wind energy, operation of ocean thermal power plants, and an appendix listing the basic units of energy are provided for reference. (SL)

ED 130 849

SE 021 413

Real Increases Seen for Federal R&D Funding of Energy, Education, Science, and Defense in FY 1977. Science Resources Studies Highlights, August 19, 1976.

National Science Foundation, Washington, D.C.

Div. of Science Resources Studies.

Report No.—NSF-76-319

Pub Date 19 Aug 76

Note—5p.; Not available in hard copy due to numerous small print and colored type

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annual Reports, Energy, Engineering Education, *Federal Aid, Financial Support, *Research, Science Education, *Sciences, *Scientific Research, Statistical Data

This report presents data compiled as a part of a comprehensive program to measure and analyze the nation's resources expended for research and development. In fiscal year 1977, Federal R&D obligations are expected to total \$23.5 billion, a record high and an increase of 8.6% over 1976. This upward shift occurs despite the fact that more than one-half of the R&D functional areas reflect declines or only nominal increases. Of the 15 functions that categorize Federal R&D programs in 1977, four reflect significant increases: energy development and conversion - up 24%; education - up 15%; science and technology base - up 14%; and national defense - up 13%. The largest dollar decrease - \$100 million - is scheduled for health, and the next - \$19 million - is represented by crime prevention and control. Data are graphed to show R&D funding trends for 1969, 1976 (est.) and 1977 (est.), and for the period 1969-1977 R&D functions are tabulated by function. (Author/MH)

ED 130 850

SE 021 417

Lustig, Loren Wayne

A Case Study and Survey of Two Montgomery County, Maryland Nature Centers; With an Overview of Nature Interpretation as a Unique Spectrum in the Educational Process.

Pub Date 76

Note—204p.; M.S. Dissertation, University of Maryland; Marginal legibility in Appendices 7-

12 due to colored pages and light and broken type

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Case Studies, Educational Programs, *Educational Research, *Environmental Education, Masters Theses, Natural Sciences, *Nature Centers, *Program Evaluation, Public Facilities, Science Education

Identifiers—*Maryland (Montgomery County), Research Reports

From September 1975 to January 1976, two Maryland nature centers were analyzed with regard to their (1) programs and facilities, (2) clientele and potential clientele characteristics, and (3) naturalist staff conceptions and ideas. In four surveys, data were collected to determine critical parameters affecting clientele usage of the facilities, so that recommendations could be made to rectify problem areas. The data indicated that both centers attract a young, highly educated segment of the general population. Many of the non-grouped clientele come to the centers in small family units and are regular visitors. It was also found that nearly all of the grouped clientele consist of preschool through intermediate-aged children. On the basis of the collected data, the recommended actions include: (1) investment of a greater amount of resources in programs and facilities for non-grouped children, (2) acceptance of certain modifications in nature center programs and facilities to attract the elderly, the handicapped, and upper-level academic groups, and (3) alternation of internal and external facilities and programs to comply with standards noted in the literature and clientele requests. (Author/MH)

ED 130 851

SE 021 420

Malcom, Shirley Mahaley And Others

The Double Bind: The Price of Being a Minority Woman in Science. Report of a Conference of Minority Women Scientists, Arlie House, Warrenton, Virginia.

American Association for the Advancement of Science, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—AAAS-Misc-Pub-76-R-3

Pub Date Apr 76

Grant—NSF-EPP-76-05447

Note—81p.

Available from—American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005 (no price quoted)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Conference Reports, *Conferences, Educational Experience, *Females, *Minority Groups, Minority Role, *Science Careers, Science Education, *Scientists, Work Experience

Identifiers—AAAS, American Association Advancement Science

This report summarizes a conference of thirty minority women in science, engineering, medicine, and dentistry that was held in December 1975, with the support of the National Science Foundation. In addition to a general discussion of the conference and the conferees, the following topics are discussed with respect to the experiences of the minority women scientists: the precollegiate experience, collegiate and professional education, career experience, the diversity of race and culture, and recommendations, programs, and conclusions. (MH)

ED 130 852

SE 021 422

Torop, William

Measurement. [Individualized Learning System

(ILS) Chemistry Pac No. 1.]

West Chester State Coll., Pa.

Pub Date 76

Note—19p.; For related Chemistry Pacs 2-8, see SE 021 423-429; Not available in hard copy due to marginal legibility of original document

Available from—I.G.A. Bookstore, West Chester State College, West Chester, Pennsylvania 19380 (\$6.95/set, plus postage)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Autoinstructional Aids, *Chemistry, *College Science, Computer Assisted Instruction, Higher Education, *Individualized Instruction, *Instructional Materials, *Measurement, Metric System, Science Education, Temperature, *Workbooks

This student booklet is one of a set of eight designed to be used in a self-paced introductory chemistry course in conjunction with specified textbooks and computer-assisted instruction (CAI) modules. Each topic is introduced with a textbook reading assignment and additional readings are provided in the booklet. Also included are self-tests (and answers), CAI module assignments, and suggested breakpoints for student-teacher consultations. Supplementary learning materials, including filmstrips, are also suggested. Each booklet contains specific cognitive objectives to be met by completion. This booklet covers four major topics in measurement: scientific notation, the metric system, temperature scales, and density. (MH)

ED 130 853

SE 021 423

Torop, William

Terminology. [Individualized Learning System

(ILS) Chemistry Pac No. 2.]

West Chester State Coll., Pa.

Pub Date 76

Note—13p.; For related Chemistry Pacs 1-8, see SE 021 422-429; Not available in hard copy due to marginal legibility of original document

Available from—I.G.A. Bookstore, West Chester State College, West Chester, Pennsylvania 19380 (\$6.95/set, plus postage)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Autoinstructional Aids, *Chemistry, Classification, *College Science, Computer Assisted Instruction, Higher Education, *Individualized Instruction, *Instructional Materials, Science Education, *Vocabulary, *Workbooks

This student booklet is one of a set of eight designed to be used in a self-paced introductory chemistry course in conjunction with specified textbooks and computer-assisted instruction (CAI) modules. Each topic is introduced with a textbook reading assignment and additional readings are provided in the booklet. Also included are self-tests (and answers), CAI module assignments, and suggested breakpoints for student-teacher consultations. Supplementary learning materials, including filmstrips, are also suggested. Each booklet contains specific cognitive objectives to be met by completion. This booklet covers five areas of terminology: matter, properties, and change; classification of matter; symbols; energy; and the nature of science. (MH)

ED 130 854

SE 021 424

Torop, William

Structure. [Individualized Learning System (ILS)

Chemistry Pac No. 3.]

West Chester State Coll., Pa.

Pub Date 76

Note—20p.; For related Chemistry Pacs 1-8, see SE 021 422-429; Not available in hard copy due to marginal legibility of original document

Available from—I.G.A. Bookstore, West Chester State College, West Chester, Pennsylvania 19380 (\$6.95/set, plus postage)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Atomic Structure, *Autoinstructional Aids, *Chemistry, *College Science, Computer Assisted Instruction, Higher Education, Individualized Instruction, *Instructional Materials, Science Education, Workbooks

Identifiers—*Mole Concept, *Periodic Table

This student booklet is one of a set of eight designed to be used in a self-paced introductory chemistry course in conjunction with specified textbooks and computer-assisted instruction (CAI) modules. Each topic is introduced with a textbook reading assignment and additional materials are provided in the booklet. Also included are self-tests (and answers), CAI module assignments, and suggested breakpoints for student-teacher consultations. Each booklet contains specific cognitive objectives to be met by completion. This booklet covers three major topics concerning chemical structure: atomic theory and structure, the mole concept, and the periodic chart. (MH)

ED 130 855

SE 021 425

Torop, William

Bonding. [Individualized Learning System (ILS)

Chemistry Pac No. 4.]

West Chester State Coll., Pa.

Pub Date 76

Note—18p.; For related Chemistry Pacs 1-8, see SE 021 422-429; Not available in hard copy due to marginal legibility of original document
Available from—I.G.A. Bookstore, West Chester State College, West Chester, Pennsylvania 19380 (\$6.95/set, plus postage)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Autoinstructional Aids, *Chemical Bonding, Chemical Nomenclature, *Chemistry, *College Science, Computer Assisted Instruction, Higher Education, *Individualized Instruction, *Instructional Materials, Oxidation, Science Education, *Workbooks

This booklet is one of a set of eight designed to be used in a self-paced introductory chemistry course in conjunction with specified textbooks and computer-assisted instruction (CAI) modules. Each topic is introduced with a textbook reading assignment and additional readings are provided in the booklet. Also included are self-tests (and answers), CAI module assignments, and suggested breakpoints for student-teacher consultations. Each booklet contains specific cognitive objectives to be met by completion. This booklet covers four major bonding topics: chemical formulas, nomenclature, oxidation numbers, and types of bonding. (MH)

ED 130 856 SE 021 426

Torop, William

Reactions. [Individualized Learning System (ILS) Chemistry Pac No. 5.]

West Chester State Coll., Pa.

Pub Date 76

Note—22p.; For related Chemistry Pacs 1-8, see SE 021 422-429; Not available in hard copy due to marginal legibility of original document
Available from—I.G.A. Bookstore, West Chester State College, West Chester, Pennsylvania 19380 (\$6.95/set, plus postage)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Autoinstructional Aids, *Chemical Reactions, *Chemistry, *College Science, Computer Assisted Instruction, Higher Education, *Individualized Instruction, *Instructional Materials, Kinetics, Science Education, *Workbooks

This booklet is one of a set of eight designed to be used in a self-paced introductory chemistry course in conjunction with specified textbooks and computer-assisted instruction (CAI) modules. Each topic is introduced with a textbook reading assignment and additional readings are provided in the booklet. Also included are self-tests (and answers), CAI module assignments, and suggested breakpoints for student-teacher consultations. Supplementary learning materials, including filmstrips, are also suggested. Each booklet contains specific cognitive objectives to be met by completion. This booklet covers seven major topics concerning chemical reactions: equations, molecular weight, stoichiometry, percentage composition, reaction types, redox, and rates. (MH)

ED 130 857 SE 021 427

Torop, William

Solutions. [Individualized Learning System (ILS) Chemistry Pac No. 6.]

West Chester State Coll., Pa.

Pub Date 76

Note—21p.; For related Chemistry Pacs 1-8, see SE 021 422-429; Not available in hard copy due to marginal legibility of original document
Available from—I.G.A. Bookstore, West Chester State College, West Chester, Pennsylvania 19380 (\$6.95/set, plus postage)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Autoinstructional Aids, *Chemistry, *College Science, Computer Assisted Instruction, Higher Education, *Individualized Instruction, *Instructional Materials, Science Education, *Workbooks

Identifiers—*Chemical Solutions

This booklet is one of a set of eight designed to be used in a self-paced introductory chemistry course in conjunction with specified textbooks and computer-assisted instruction (CAI) modules. Each topic is introduced with a textbook reading assignment and additional readings are provided in the booklet. Also included are self-tests (and answers), CAI module assignments, and suggested breakpoints for student-teacher consultations. Supplementary reading materials, including filmstrips, are also suggested. Each booklet contains

specific cognitive objectives for the unit. This booklet covers three topics concerning solutions: acid-base theory, ionization theory, and stoichiometry. (MH)

ED 130 858 SE 021 428

Torop, William

Carbon. [Individualized Learning System (ILS) Chemistry Pac No. 7.]

West Chester State Coll., Pa.

Pub Date 76

Note—31p.; For related Chemistry Pacs 1-8, see SE 021 422-429; Not available in hard copy due to marginal legibility of original document
Available from—I.G.A. Bookstore, West Chester State College, West Chester, Pennsylvania 19380 (\$6.95/set, plus postage)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Autoinstructional Aids, *Chemistry, *College Science, Computer Assisted Instruction, Higher Education, *Individualized Instruction, *Instructional Materials, *Organic Chemistry, Science Education, *Workbooks

This booklet is one of a set of eight designed to be used in a self-paced introductory chemistry course in conjunction with specified textbooks and computer-assisted instruction (CAI) modules. Each topic is introduced with a textbook reading assignment and additional readings are provided in the booklet. Also included are self-tests (and answers), CAI module assignments, and suggested breakpoints for student-teacher consultations. Supplementary learning materials, including filmstrips, are also suggested. Each booklet contains specific cognitive objectives to be met by completion. This booklet covers basic organic chemistry, including hydrocarbons, functional groups, and cyclic and heterocyclic compounds. (MH)

ED 130 859 SE 021 429

Torop, William

Biochem. [Individualized Learning System (ILS) Chemistry Pac No. 8.]

West Chester State Coll., Pa.

Pub Date 76

Note—19p.; For related Chemistry Pacs 1-7, see SE 021 422-428; Not available in hard copy due to marginal legibility of original document
Available from—I.G.A. Bookstore, West Chester State College, West Chester, Pennsylvania 19380 (\$6.95/set, plus postage)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Autoinstructional Aids, *Biochemistry, *Chemistry, *College Science, Computer Assisted Instruction, Higher Education, *Individualized Instruction, *Instructional Materials, Science Education, *Workbooks

This booklet is one of a set of eight designed to be used in a self-paced introductory chemistry course in conjunction with specified textbooks and computer-assisted instruction (CAI) modules. Each topic is introduced with a textbook reading assignment and additional readings are provided in the booklet. Also included are self-tests (and answers), CAI module assignments, and suggested breakpoints for student-teacher consultations. Supplementary learning materials, including filmstrips, are also suggested. Each booklet contains specific cognitive objectives to be met by completion. This booklet covers basic biochemistry. (MH)

ED 130 860 SE 021 550

Osborne, Alan R., Ed.

Investigations in Mathematics Education, Vol. 8 No. 4.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date 75

Note—72p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (Subscription, \$6.00, \$1.75 ea.)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Abstracts, *Instruction, *Learning, *Mathematics Education, Research, *Research Reviews (Publications)

Nineteen research reports related to mathematics education are abstracted and analyzed. The reports abstracted were selected from 4 educational journals, 2 psychological journals, and a mathematics journal, and from technical reports issued by the University of Wisconsin's Research and Development Center. The research articles

deal with instructional materials (manipulatives, calculators), student learning of mathematics topics (measurement, concept learning, problem solving, geometry and spatial representation, distributive law), other instructional concerns (remedial instruction, feedback, advance organizers), and general educational concerns (school entry age, sex differences in mathematics achievement, textbook adoption, test development). Research related to mathematics education which was reported in RIE (Resources in Education) and CIJE (Current Index to Journals in Education) between July and September 1975 is listed. (DT)

ED 130 861 SE 021 551

Smith, B. Othanel

Teacher Education in Mathematics.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 76

Note—24p.; Contains occasional light type

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (\$1.25)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Curriculum, *Effective Teaching, Higher Education, *Mathematics Education, *Preservice Education, *Teacher Education

An overview of some of the strengths and weaknesses of teacher education programs is presented in this document. Components of teacher education programs are discussed, research in teacher effectiveness is briefly described, and suggestions are given for what is possible and desirable as a program of preparation for mathematics teachers. (DT)

ED 130 862 SE 021 552

Clark, George M., Ed.

The Biological Sciences Curriculum Study Newsletter Number 64, BSCS in 1976.

Biological Sciences Curriculum Study, Boulder, Colo.

Pub Date Sep 76

Note—45p.

Available from—Biological Sciences Curriculum Study, P.O. Box 930, Boulder, Colorado 80302 (free)

Document Not Available from EDRS.

Descriptors—*Biology, *Curriculum Development, *Elementary School Science, Elementary Secondary Education, *Instructional Materials, Newsletters, *Science Education, *Secondary School Science

Identifiers—*Biological Sciences Curriculum Study, BSCS

This newsletter presents: an essay by Dr. Bentley Glass recalling his personal experiences with the early development of BSCS; an essay by Dr. William V. Mayer, Director of BSCS, outlining in detail the BSCS process of curriculum development, including detailed flow charts; and a guide to BSCS learning programs and materials. (SL)

ED 130 863 SE 021 554

Stanhope, Roy

Some Aspects of Secondary School Science in Australia. Centre for Advancement of Teaching Education Monograph Series. No. 9.

Macquarie Univ., North Ryde (Australia).

Pub Date Feb 76

Note—128p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Annotated Bibliographies, *Curriculum, Curriculum Development, *Instruction, *Instructional Materials, Science Courses, Science Curriculum, *Science Education, Scientific Literacy, *Teacher Education

Identifiers—*Australia

This digest provides annotated bibliographies of articles published in THE AUSTRALIAN SCIENCE TEACHERS' JOURNAL from May 1955 to December 1973. Subjects included are: the place of science in the curriculum, scientific literacy, organization of science programs, current general science courses, current junior science courses, current senior science courses, suggested general changes, suggested particular changes, curriculum development, and new emerging curricula. A synopsis and a discussion are included in each section. (SL)

ED 130 864

SE 021 555

Richmond, James Malcolm

A Survey of Environmental Knowledge and Attitudes of Fifth Year Students in England.

Pub Date 76

Note—329p.; Ph.D. Dissertation, The Ohio State University; Contains small type in Appendices

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—Attitudes, *Attitude Tests, *Cognitive Measurement, Doctoral Theses, *Educational Research, *Environment, Environmental Education, School Surveys, Science Education, *Secondary Education, Secondary School Science

Identifiers—*England, Research Reports

The purpose of this study was to establish baseline data relating to the environmental knowledge and beliefs of fifth-year secondary students in England. The instrument developed for the survey consisted of three questionnaires, each containing a total of 45 cognitive and affective items. All items were pilot tested in nine English secondary schools. A random sample of 500 secondary schools, representing the major types of schools in England, was mailed packaged instructions including the instrument. A total of 383 schools responded, providing information from over 11,000 fifth-year students. Although the students appeared to have a poor command of factual environmental knowledge, they demonstrated a greater understanding of environmental concepts and generally expressed positive attitudes toward the environment. Significant differences in environmental knowledge were found with respect to sex, school type, sex composition of the school, school size and region. Significant differences in environmental attitude were found with respect to school type and sex composition of the school, but attitudinal differences could not be attributed to sex, school size or region. The computation of correlation coefficients revealed relationships between conceptual knowledge and attitude ($r = 0.48$), factual and conceptual knowledge ($r = 0.44$), and factual knowledge and attitude ($r = 0.38$). (Author/MH)

ED 130 865

SE 021 557

Grant, Rosalie May

Relationships Between Concrete and Formal Operational Physics Concepts and the Intellectual Levels of High School Students.

Pub Date 76

Note—133p.; M.Ed. Dissertation, University of Oklahoma

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Cognitive Development, *Educational Research, Evaluation, *Learning, Masters Theses, *Physics, Science Education, Secondary Education, *Secondary School Science, *Textbook Evaluation, Textbooks

Identifiers—*Piaget (Jean)

Investigated was the compatibility between the intellectual abilities of students and the level of intellectual operations required by secondary level physics textbooks. Student intellectual levels were determined for 949 tenth-, eleventh-, and twelfth-grade students by administration of Piagetian tasks. Major concepts presented in physics textbook chapters were classified as concrete or formal. Results indicated that 74% of physics students were at the formal level of operation and 40% of the potential physics students were at the formal level; all 130 major concepts analyzed from six physics textbooks required a formal level of operation. (SL)

ED 130 866

SE 021 564

Damarin, Suzanne K.

A Proposed Model for Teaching and Learning Common Fractions, and the Operations of Multiplication and Division of Fractions.

Pub Date Apr 76

Note—13p.; Paper prepared for the Georgia Center for the Study of Learning and Teaching Mathematics Workshop on Models for Teaching and Learning Mathematics (Atlanta, Georgia, April 24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Division, *Elementary School Mathematics, Elementary Secondary Education, *Fractions, *Mathematical Models, *Mathematics Education, Multiplication

A model for fractions derived by an operation of "scattering into subunits" is hypothesized. Five stages in the model are discussed. Assumptions underlying the development of the model, features of the model, and disadvantages of the model are listed. (DT)

ED 130 867

SE 021 590

Holzheimer, Diane, Ed.

Appraisal, Children's Science Books. Vol. 9, No. 3.

Children's Science Book Review Committee, Cambridge, Mass.

Pub Date 76

Note—13p.

Available from—Appraisal, Longfellow Hall, 13 Appian Way, Cambridge, Mass. 02138 (Subscription, \$6.00/year; \$2.00 ea.)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Booklists, *Book Reviews, *Childrens Books, Elementary Education, *Elementary School Science, *Instructional Materials, Library Material Selection, Science Education, *Science Materials

Sixty-one children's science books are rated and reviewed by children's librarians and science specialists. Price and age level are given for each book. Included is a cumulative author-title index for Volume 9, and a short essay of the existence of sexism in children's science books. (SL)

ED 130 868

SE 021 591

Plans of Indiana High School Seniors: Are Those Who Plan to Become Engineers Different? [Manpower Monograph 76-1]

Purdue Univ., Lafayette, Ind. Office of Manpower Studies.

Pub Date 3 May 76

Note—19p.; Not available in hard copy due to marginal legibility of original document

Available from—Professor J. P. Lisack, Purdue University, SCC-A, West Lafayette, Indiana 47907 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Choice, *Educational Planning, *Engineering Education, Engineers, *High School Students, *Occupational Surveys, Science Education, *Surveys

Identifiers—*Indiana

This survey presents tabulated data of the responses of 50,000 Indiana high school seniors to a questionnaire designed to determine the characteristics and plans of those intending to become engineers after graduation. Characteristic highlights include the following: Engineering aspirants were 92% male; 65% were in college preparatory courses; 22% were A average students; and seniors from large population cities were slightly more inclined to become engineers. Plans highlighted included the following: 49% of the engineering aspirants planned to continue their education full time; 46% had no preference for employment locale; job activities and money were the predominant reasons for choosing engineering as a career; parents and other relatives were the primary help in making a career choice; and the college of choice was chosen primarily for program offerings and prestige. Tables including these data are presented. (SL)

ED 130 869

SE 021 592

Self-Supported Graduate Science Students Increased by 22 Percent in 1975. Science Resources Studies Highlights, September 30, 1976.

National Science Foundation, Washington, D.C.

Div. of Science Resources Studies.

Report No.—NSF-76-320

Pub Date 30 Sep 76

Note—6p.; Not available in hard copy due to small print and colored type

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Annual Reports, *Engineering Education, *Enrollment Trends, Financial Support, Graduate Students, *Higher Education, *Medical Education, *Science Education, Social Sciences, *Surveys

Identifiers—*National Science Foundation, NSF

This report presents a summary of the results and tabulated data obtained from the 1975 Survey of Graduate Science Student Support and Postdoctorals conducted annually by the National Science Foundation. Data from 7,664 science and engineering departments of 248 graduate schools and 104 medical schools are included. Highlights include: graduate science and engineering enrollment increased by 24,600 in fall 1975; full-time, self-supported student enrollment increased 22%, or 12,228, over 1974; 290,700 total students were enrolled; social science enrollment increased 16%; life science enrollment increased 9%; engineering enrollment increased 8%; per-

cent of students receiving federal assistance was down 2%; female graduate enrollment increased 13%; and foreign student enrollment increased 4%. Statistical tables and charts are included. (SL)

ED 130 870

SE 021 612

Anderson, R. D. And Others

Mathematics for Junior High School, Volume 1, Student's Text, Part I. Unit 1.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 61

Note—361p.; For related Units 2-8, see SE 021 613-619; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—*Curriculum, Elementary Secondary Education, Geometric Concepts, Instruction, *Instructional Materials, *Junior High Schools, Mathematics Education, Measurement, Number Concepts, Number Systems, *Secondary School Mathematics, *Textbooks

Identifiers—*School Mathematics Study Group, SMSG

This first unit in the SMSG's junior high mathematics series is a student text covering the following topics: what is mathematics?; numeration; whole numbers; non-metric geometry; factoring and primes; the rational number system; measurement; and area, volume, weight, and time. (DT)

ED 130 871

SE 021 613

Anderson, R. D. And Others

Mathematics for Junior High School, Volume 1, Student's Text, Part II. Unit 2.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 61

Note—293p.; For related Units 1-8, see SE 021 612-619; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Curriculum, Elementary Secondary Education, Geometric Concepts, Instruction, *Instructional Materials, *Junior High Schools, Mathematical Applications, Mathematics Education, Ratios (Mathematics), *Secondary School Mathematics, Statistics, *Textbooks

Identifiers—Properties (Mathematics), *School Mathematics Study Group, SMSG

The second unit in the SMSG series for junior high school mathematics is a student text covering the following topics: ratios, percents, and decimals; parallels, parallelograms, triangles, and right prisms; circles; mathematical systems; statistics and graphs; and mathematics in science. (DT)

ED 130 872

SE 021 614

Anderson, R. D. And Others

Mathematics for Junior High School, Volume 1, Teacher's Commentary, Part I. Unit 3. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 65

Note—261p.; For related Units 1-8, see SE 021 612-619; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*Curriculum, Elementary Secondary Education, *Instruction, *Junior High Schools, Mathematics Education, *Secondary School Mathematics, *Teaching Guides

Identifiers—*School Mathematics Study Group, SMSG

This third unit in the SMSG junior high mathematics series is the teacher's commentary for Unit 1. A time allotment for each of the chapters in Unit 1 is suggested. Then, for each of the chapters in Unit 1, the objectives for that chapter are specified, the mathematics is discussed, some teaching suggestions are provided, the answers to exercises are listed, and sample test questions for that chapter are suggested. (DT)

ED 130 873

SE 021 615

Anderson, R. D. And Others

Mathematics for Junior High School, Volume 1, Teacher's Commentary, Part II. Unit 4. Revised Edition.

This fourth unit in the SMSG junior high mathematics series is the teacher's commentary for Unit 2. A time allotment for each of the chapters in Unit 2 is suggested. Then, for each of the chapters in Unit 2, the objectives for that chapter are specified, the mathematics is discussed, some teaching suggestions are provided, the answers to exercises are listed, and sample test questions for that chapter are suggested. (DT)

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 65

Note—213p.; For related Units 1-8, see SE 021 612-619; Contains occasional light type

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Curriculum, Elementary Secondary Education, *Instruction, *Junior High Schools, Mathematics Education, *Secondary School Mathematics, *Teaching Guides

Identifiers—*School Mathematics Study Group, SMSG

This fourth unit in the SMSG junior high mathematics series is the teacher's commentary for Unit 2. A time allotment for each of the chapters in Unit 2 is suggested. Then, for each of the chapters in Unit 2, the objectives for that chapter are specified, the mathematics is discussed, some teaching suggestions are provided, the answers to exercises are listed, and sample test questions for that chapter are suggested. (DT)

ED 130 874 SE 021 616

Anderson, R. D. And Others

Mathematics for Junior High School, Volume 2, Student's Text, Part I. Unit 5.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 61

Note—297p.; For related Units 1-8, see SE 021 612-619; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Algebra, *Curriculum, Elementary Secondary Education, Geometric Concepts, Instruction, *Instructional Materials, *Junior High Schools, Mathematics Education, Measurement, Metric System, Number Concepts, Number Systems, *Secondary School Mathematics, *Textbooks

Identifiers—*School Mathematics Study Group, SMSG

This fifth unit in the SMSG junior high mathematics series is a student text covering the following topics: rational numbers and coordinates; equations; scientific notation, decimals, and the metric system; constructions, congruent triangles, and the Pythagorean property; relative error; and real numbers. (DT)

ED 130 875 SE 021 617

Anderson, R. D. And Others

Mathematics for Junior High School, Volume 2, Student's Text, Part II. Unit 6.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 61

Note—323p.; For related Units 1-8, see SE 021 612-619; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—*Curriculum, Elementary Secondary Education, Geometric Concepts, Instruction, *Instructional Materials, *Junior High Schools, Mathematics Education, Probability, *Secondary School Mathematics, *Textbooks

Identifiers—*School Mathematics Study Group, SMSG

This sixth unit in the SMSG junior high mathematics series is a student text covering the following topics: permutations and selections; probability; similar triangles and variation; non-metric geometry; volumes and surface areas; the sphere; and unsolved problems in mathematics. (DT)

ED 130 876 SE 021 618

Anderson, R. D. And Others

Mathematics for Junior High School, Volume 2, Teacher's Commentary, Part I. Unit 7.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 61

Note—225p.; For related Units 1-8, see SE 021 612-619

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Curriculum, Elementary Secondary Education, *Instruction, *Junior High Schools, Mathematics Education, *Secondary School Mathematics, *Teaching Guides

Identifiers—*School Mathematics Study Group, SMSG

This seventh unit in the SMSG junior high mathematics series is the teacher's commentary for Unit 5. A time allotment for each of the chapters in Unit 5 is suggested. Then, for each of the chapters in Unit 5, the objectives for that chapter are specified, the mathematics is discussed, some teaching suggestions are provided, the answers to exercises are listed, and sample test questions for that chapter are suggested. (DT)

ED 130 877 SE 021 619

Anderson, R. D. And Others

Mathematics for Junior High School, Volume 2, Teacher's Commentary, Part II. Unit 8.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 61

Note—198p.; For related Units 1-7, see SE 021 612-618

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Curriculum, Elementary Secondary Education, *Instruction, *Junior High Schools, Mathematics Education, *Secondary School Mathematics, *Teaching Guides

Identifiers—*School Mathematics Study Group, SMSG

This eighth unit in the SMSG junior high mathematics series is the teacher's commentary for Unit 6. A time allotment for each of the chapters in Unit 6 is suggested. Then, for each of the chapters in Unit 6, the objectives for that chapter are specified, the mathematics is discussed, some teaching suggestions are provided, the answers to exercises are listed, and sample test questions for that chapter are suggested. (DT)

ED 130 878 SE 021 620

Weaver, J. F., Ed.

Investigations in Mathematics Education, A Journal of Abstracts and Annotations, Volume 4.

Stanford Univ., Calif. School Mathematics Study Group.

Pub Date Nov 71

Note—47p.; Contains occasional light type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Abstracts, Bibliographies, Conservation (Concept), Doctoral Theses, Elementary Secondary Education, Evaluation, Higher Education, Instruction, *Mathematics Education, Problem Solving, *Research Reviews (Publications), Teacher Education

Identifiers—*School Mathematics Study Group, SMSG

This issue of "Investigations in Mathematics Education" is divided into two sections. Section one contains abstracts and critical analyses for each of six research reports. Two of the reports are concerned with conservation of number, three with instructional procedures, and one with problem solving. Section two is a listing of doctoral theses which were included in "Dissertation Abstracts" from July through December 1969. An instrument for evaluating survey research reports also is included in this issue. (DT)

ED 130 879 SE 021 621

Philosophies and Procedures of SMSG Writing Teams.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 65

Note—107p.; Contains occasional light type

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Curriculum Development, *Educational Philosophy, *Elementary School Mathematics, Elementary Secondary Education, Mathematics Education, *Secondary School Mathematics, *Textbook Preparation

Identifiers—*School Mathematics Study Group, SMSG

Part I of this booklet contains a brief report of the procedures and the philosophy of the SMSG writing teams for each of the following areas: junior high school mathematics; algebra; geometry; geometry with coordinates; eleventh-grade mathematics; twelfth-grade mathematics; and mathematics for grades 4, 5, and 6. Part II includes a criticism of SMSG text material and a review of the SMSG First Course in Algebra. (DT)

ED 130 880 SE 021 622
Report of a Conference on Future Responsibilities for School Mathematics.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Feb 61

Note—43p.; Contains occasional light type in Appendices

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Conference Reports, Curriculum, *Curriculum Development, *Elementary School Mathematics, Mathematics Education, *Secondary School Mathematics

Identifiers—*School Mathematics Study Group, SMSG

This booklet contains copies of the two major presentations at the SMSG Conference on Future Responsibilities for School Mathematics: "A History of Attempts to Improve School Mathematics in the United States" (Phillip S. Jones), and "The Future of Mathematics Education in the United States" (Marshall H. Stone). A summary of the discussions following these two addresses is included, along with a listing of the final recommendations for general operational procedures, research and development of curricula, implementation, and evaluation and follow-up studies. (DT)

ED 130 881 SE 021 623

Report of a Conference on Responsibilities for School Mathematics in the 70's.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Oct 70

Note—94p.; Not available in hard copy due to small print throughout document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Conference Reports, Curriculum, *Elementary School Mathematics, Elementary Secondary Education, Evaluation, *Mathematics Education, Objectives, Research Needs, *Secondary School Mathematics, Teacher Education

Identifiers—*School Mathematics Study Group, SMSG

This conference report consists of the four opening addresses at the SMSG's "Conference on Responsibilities for School Mathematics in the 1970's," seven summary reports, and a proposal for a new organization for mathematics education. The summary reports cover the areas of objectives, teacher training, research, curriculum, evaluation, communication, and exploiting the work of the past decade in the next decade. An appendix contains an article on the role of probability and statistics in school mathematics. (DT)

ED 130 882 SE 021 624

Blickenstaff, Marvin

Electricity: Part I, Types and Generation of Electricity. [Aids to Individualize the Teaching of Science, Mini-Course Units.]

Frederick County Board of Education, Md.

Pub Date 74

Note—48p.; For related Mini-Course Units, see SE 021 625-656; Not available in hard copy due to marginal legibility of original document. Available from—Board of Education of Frederick County, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Electricity, Individualized Instruction, *Instructional Materials, *Physical Sciences, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science

Identifiers—Maryland (Frederick County), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to secondary science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed in-

dividually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet is the first of a three part series on electricity and concentrates upon the types of electricity and the generation of electricity. The estimated time for completing the activities in this module is 2-3 weeks. (SL)

ED 130 883 SE 021 625

Blickenstaff, Marvin

Electricity: Part II, The Control and Measurement of Electricity. [Aids to Individualize the Teaching of Science, Mini-Course Units.]

Frederick County Board of Education, Md.

Pub Date 74

Note—41p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Electricity, Individualized Instruction, Instructional Materials, *Physical Sciences, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science

Identifiers—Maryland (Frederick County), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to secondary science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet is the second part of a three part series on electricity and concentrates upon the control and measurement of electricity. The estimated time for completing the activities in this module is 2-3 weeks. (SL)

ED 130 884 SE 021 626

Blickenstaff, Marvin

Electricity: Part III, Applications for Electricity. [Aids to Individualize the Teaching of Science, Mini-Course Units.]

Frederick County Board of Education, Md.

Pub Date 74

Note—33p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Electricity, Individualized Instruction, Instructional Materials, *Physical Sciences, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science

Identifiers—Maryland (Frederick County), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to secondary science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet is the third of a three part series on electricity and concentrates upon applications for electricity. The estimated time for completing the activities in this module is 2-3 weeks. (SL)

ED 130 885

Buffington, Charles

Can You Hear My Vibes? A Mini-Course on Sound. [Aids to Individualize the Teaching of Science, Mini-Course Units.]

Frederick County Board of Education, Md.

Pub Date 74

Note—49p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Individualized Instruction, Instructional Materials, *Physical Sciences, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science

Identifiers—Maryland (Frederick County), Minicourses, *Sound

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to secondary science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet presents an investigation of sound, sound production and sound waves. The estimated time for completing the activities in this module is two and one-half weeks. (SL)

ED 130 886 SE 021 628

Stonestreet, Beverly C.

Lenses and Their Uses. [Aids to Individualize the Teaching of Science, Mini-Course Units.]

Frederick County Board of Education, Md.

Pub Date 74

Note—52p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document; Pages 4 and 16 missing, Best Copy Available Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Individualized Instruction, Instructional Materials, *Optics, *Physical Sciences, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science

Identifiers—Maryland (Frederick County), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to secondary science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet presents an investigation of optical lenses and their use. The estimated time for completing the activities in this module is 2-3 weeks. (SL)

ED 130 887 SE 021 629

Tritt, Jane

What Is It? Identification of an Unknown Chemical Substance. [Aids to Individualize the Teaching of Science, Mini-Course Units.]

Frederick County Board of Education, Md.

Pub Date 74

Note—41p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

SE 021 627

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Chemical Analysis, *Chemistry, Individualized Instruction, Instructional Materials, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science

Identifiers—Maryland (Frederick County), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to secondary science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet presents an investigation of the identification of an unknown chemical. The estimated time for completing the activities in this module is 2-3 weeks. (SL)

ED 130 888 SE 021 630

Cook, Paul

A Very Complex Molecule: D.N.A., The Substance That Carries Heredity. [Aids to Individualize the Teaching of Science, Mini-Course Units.]

Frederick County Board of Education, Md.

Pub Date 74

Note—15p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Biology, *Genetics, Individualized Instruction, Instructional Materials, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science

Identifiers—*DNA, Maryland (Frederick County), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to secondary science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet presents a summary of the hereditary influences of deoxyribonucleic acid (DNA) and gives instructions for constructing a DNA molecule model. Estimated time for completing the activities in this module is one week. (SL)

ED 130 889 SE 021 631

Cook, Paul

Controlling the Code of Life. [Aids to Individualize the Teaching of Science, Mini-Course Units.]

Frederick County Board of Education, Md.

Pub Date 74

Note—25p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Biology, *Genetics, Individualized Instruction, Instructional Materials, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science

Identifiers—*DNA, Maryland (Frederick County), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to secondary

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science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet presents a review of deoxyribonucleic acid (DNA) and its effect in controlling life codes and heredity. The estimated time for completing the activities in this module is 1-2 weeks. (SL)

ED 130 890 SE 021 632

Owens, Janet

Paleo Biology, Bones: Clues to Mankind's Past. [Aids to Individualize the Teaching of Science, Mini-Course Units.]

Frederick County Board of Education, Md.
Pub Date 74

Note—52p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document. Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Biology, *Evolution, Individualized Instruction, Instructional Materials, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science

Identifiers—Maryland (Frederick County), Minicourses, Paleobiology

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to secondary science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet outlines the major bones of the human skeleton, describes the functions of the skeletal system, and relates this to paleobiology. The estimated time for completing the activities in this module is 2-3 weeks. (SL)

ED 130 891 SE 021 633

Owens, Janet

A Field Study in Human Ecology. [Aids to Individualize the Teaching of Science, Mini-Course Units.]

Frederick County Board of Education, Md.
Pub Date 74

Note—24p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document. Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Biology, *Ecology, Individualized Instruction, Instructional Materials, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science

Identifiers—Human Ecology, Maryland (Frederick County), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to secondary science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet outlines activities for utilizing a cemetery to in-

vestigate population trends, life expectancy, and causes of death. The estimated time for completing the activities in this module is one week. (SL)

ED 130 892 SE 021 634

Sheffield, Sharon

Basic Principles of Genetics. [Aids to Individualize the Teaching of Science, Mini-Course Units.]

Frederick County Board of Education, Md.

Pub Date 74

Note—42p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document. Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Biology, *Genetics, Individualized Instruction, Instructional Materials, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science

Identifiers—Maryland (Frederick County), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to secondary science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet reviews the basic principles of genetics. The estimated time for completing the activities in this module is two weeks. (SL)

ED 130 893 SE 021 635

Sheffield, Sharon

Human Genetics - Mendel's Laws Applied to You! [Aids to Individualize the Teaching of Science, Mini-Course Units.]

Frederick County Board of Education, Md.
Pub Date 74

Note—46p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document. Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Biology, *Genetics, Individualized Instruction, Instructional Materials, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science

Identifiers—Maryland (Frederick County), Mendel (Gregor), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to secondary science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet outlines the application of Mendel's laws of genetics to human genetics. The estimated time for completing the activities in this module is 1-2 weeks. (SL)

ED 130 894 SE 021 636

Fradiska, John

Weather Instruments. [Aids to Individualize the Teaching of Science, Mini-Course Units.]

Frederick County Board of Education, Md.
Pub Date 74

Note—55p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document. Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Earth Science, Individualized Instruction, Instructional Materials, *Meteorology, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science

Identifiers—Maryland (Frederick County), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to secondary science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet outlines activities designed to introduce students to weather instruments. The estimated time for completing the activities in this module is two weeks. (SL)

ED 130 895 SE 021 637

Geist, John E. Fradiska, John

Topographic Maps. [Aids to Individualize the Teaching of Science, Mini-Course Units.]

Frederick County Board of Education, Md.
Pub Date 74

Note—45p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document. Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Earth Science, Individualized Instruction, Instructional Materials, *Maps, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science

Identifiers—Maryland (Frederick County), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to secondary science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet introduces the student to the interpretation and use of topographic maps. The estimated time for completing the activities in this module is two weeks. (SL)

ED 130 896 SE 021 638

Foltz, Ross

Water. [Aids to Individualize the Teaching of Science, Mini-Course Units.]

Frederick County Board of Education, Md.
Pub Date 74

Note—35p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document. Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Chemical Analysis, *Chemistry, Individualized Instruction, Instructional Materials, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science, Water Pollution Control

Identifiers—Maryland (Frederick County), Minicourses, *Water

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to secondary science teaching. Subjects and activities in this series of booklets are designed to supplement a

basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet introduces the student to the chemistry of water. The estimated time for completing the activities in this module is 2-3 weeks. (SL)

ED 130 897 SE 021 639

Brilhart, Walt
Physical Optics. [Aids to Individualize the Teaching of Science, Mini-Course Units.]
Frederick County Board of Education, Md.
Pub Date 74

Note—49p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document. Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Individualized Instruction, Instructional Materials, *Optics, *Physical Sciences, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science
Identifiers—Maryland (Frederick County), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to secondary science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet presents a study of physical optics including nature of light, measurement of light, reflection, and refraction. The estimated time for completing the activities in this module is 2-3 weeks. (SL)

ED 130 898 SE 021 640

Best, Terrence
A Study for the Birds. [Aids to Individualize the Teaching of Science, Mini-Course Units for Grades 7, 8, and 9.]
Frederick County Board of Education, Md.
Pub Date 73

Note—16p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document. Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Biology, Individualized Instruction, Instructional Materials, Junior High School Students, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science, *Zoology
Identifiers—Maryland (Frederick County), Minicourses, *Ornithology

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to 7th, 8th, and 9th grade science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet presents a study of birds. The estimated time for completing the activities in this module is 2-4 weeks. (SL)

ED 130 899 SE 021 641

Best, Terrence
Creepy Critters (Snakes). [Aids to Individualize the Teaching of Science, Mini-Course Units for Grades 7, 8, and 9.]
Frederick County Board of Education, Md.
Pub Date 73

Note—15p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document. Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Biology, Individualized Instruction, Instructional Materials, Junior High School Students, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science, *Zoology
Identifiers—*Herpetology, Maryland (Frederick County), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to 7th, 8th, and 9th grade science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet introduces students to an investigation of snakes. The estimated time for completing the activities in this module is 2-3 weeks. (SL)

ED 130 900 SE 021 642

Cook, Paul
How's Your Plumbing. [Aids to Individualize the Teaching of Science, Mini-Course Units for Grades 7, 8, and 9.]
Frederick County Board of Education, Md.
Pub Date 73

Note—16p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document. Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Biology, *Cardiovascular System, *Health Education, Individualized Instruction, Instructional Materials, Junior High School Students, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science
Identifiers—Maryland (Frederick County), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to 7th, 8th, and 9th grade science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet introduces students to a study of human health, the human cardiovascular system, and its diseases. The estimated time for completing the activities in this module is two weeks. (SL)

ED 130 901 SE 021 643

Cook, Paul
Guess Who's Been Here for Dinner? [Aids to Individualize the Teaching of Science, Mini-Course Units for Grades 7, 8, and 9.]
Frederick County Board of Education, Md.
Pub Date 73

Note—13p.; For related Mini-Course Units, see SE 021 624-656. Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Biology, Individualized Instruction, Instructional Materials, Junior High School Students, *Microbiology, *Science Education, Science Materials, Secondary Education, *Secondary School Science
Identifiers—Maryland (Frederick County), Minicourses, *Parasitology

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to 7th, 8th, and 9th grade science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet introduces the student to an investigation of parasites in earthworms. The estimated time for completing the activities in this module is two days. (SL)

ED 130 902 SE 021 644

Sheffield, Sharon
Plants - The "Other" Living Things. [Aids to Individualize the Teaching of Science, Mini-Course Units for Grades 7, 8, and 9.]
Frederick County Board of Education, Md.
Pub Date 73

Note—15p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document. Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Biology, *Botany, Individualized Instruction, Instructional Materials, Junior High School Students, Plant Science, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science
Identifiers—Maryland (Frederick County), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to 7th, 8th, and 9th grade science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet introduces the pupil to the study of plant life. The estimated time for completing the activities in this module is 3-4 weeks. (SL)

ED 130 903 SE 021 645

Sheffield, Sharon
Let's Look At You - The Human Organism. [Aids to Individualize the Teaching of Science, Mini-Course Units for Grades 7, 8, and 9.]
Frederick County Board of Education, Md.
Pub Date 73

Note—40p.; For related Mini-Course Units, see SE 021 624-656; Contains occasional light type. Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Biology, *Human Body, Individualized Instruction, Instructional Materials, Junior High School Students, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science
Identifiers—Maryland (Frederick County), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to 7th, 8th, and 9th grade science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or

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module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet introduces the pupil to the study of the human body, body systems, and their functions. The estimated time for completing the activities in this module is seven weeks. (SL)

ED 130 904 SE 021 646
Whitfield, Melvin

Classification: Why Is There a Need? [Aids to Individualize the Teaching of Science, Mini-Course Units for Grades 7, 8, and 9.]
Frederick County Board of Education, Md.
Pub Date 73

Note—18p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document
Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors:—*Biology, *Classification, Individualized Instruction, Instructional Materials, Junior High School Students, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science, *Taxonomy
Identifiers:—Maryland (Frederick County), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to 7th, 8th, and 9th grade science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet introduces students to the need for biological classification and the study of taxonomy. The estimated time for completing the activities in this module is 3-4 weeks. (SL)

ED 130 905 SE 021 647
Whitfield, Melvin

Protist: The "Unseen" Kingdom. [Aids to Individualize the Teaching of Science, Mini-Course Units for Grades 7, 8, and 9.]
Frederick County Board of Education, Md.
Pub Date 73

Note—23p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document
Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors:—*Biology, Individualized Instruction, Instructional Materials, Junior High School Students, *Microbiology, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science
Identifiers:—Maryland (Frederick County), Minicourses, Protistology

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to 7th, 8th, and 9th grade science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet introduces pupils to the study of protists. The estimated time for completing the activities in this module is 4-6 weeks. (SL)

ED 130 906 SE 021 648
Ford, Nelson S.

Coastline Development. [Aids to Individualize the Teaching of Science, Mini-Course Units for Grades 7, 8, and 9.]
Frederick County Board of Education, Md.
Pub Date 73

Note—18p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document
Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors:—*Earth Science, Individualized Instruction, Instructional Materials, Junior High School Students, *Physical Geography, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science

Identifiers:—Maryland (Frederick County), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to 7th, 8th, and 9th grade science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet introduces students to the geological features of shorelines and the investigation of the interaction between water and land occurring at shorelines. The estimated time for completing the activities in this module is 2-3 weeks. (SL)

ED 130 907 SE 021 649
Fradiška, John

Ocean Currents. [Aids to Individualize the Teaching of Science, Mini-Course Units for Grades 7, 8, and 9.]
Frederick County Board of Education, Md.
Pub Date 73

Note—25p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document
Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors:—*Earth Science, Individualized Instruction, Instructional Materials, Junior High School Students, *Oceanology, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science

Identifiers:—Maryland (Frederick County), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to 7th, 8th, and 9th grade science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet introduces pupils to the study of ocean currents and their effects. The estimated time to complete the activities in this module is two weeks. (SL)

ED 130 908 SE 021 650
Fradiška, John

Features of the Ocean Floor (Ocean Floor Topography). [Aids to Individualize the Teaching of Science, Mini-Course Units for Grades 7, 8, and 9.]
Frederick County Board of Education, Md.
Pub Date 73

Note—16p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document
Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors:—*Earth Science, Individualized Instruction, Instructional Materials, Junior High School Students, *Oceanology, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science

Identifiers:—Maryland (Frederick County), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to 7th, 8th, and 9th grade science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet introduces pupils to the study of ocean floor topography. The estimated time for completing the activities in this module is one week. (SL)

ED 130 909 SE 021 651
Geist, John E.

Space and Its Problems. [Aids to Individualize the Teaching of Science, Mini-Course Units for Grades 7, 8, and 9.]
Frederick County Board of Education, Md.
Pub Date 73

Note—18p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document
Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors:—*Aerospace Education, Individualized Instruction, Instructional Materials, Junior High School Students, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science, *Space Sciences

Identifiers:—Maryland (Frederick County), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to 7th, 8th, and 9th grade science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet presents an introduction to the study of space, rockets, and space flight. The estimated time for completing the activities in this module is 2-3 weeks. (SL)

ED 130 910 SE 021 652
Geist, John E.

Invertebrate Fossils: Clues to the Distant Past. [Aids to Individualize the Teaching of Science, Mini-Course Units for Grades 7, 8, and 9.]
Frederick County Board of Education, Md.
Pub Date 73

Note—20p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document
Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors:—Earth Science, *Geology, Individualized Instruction, Instructional Materials, Junior High School Students, *Paleontology,

Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science
 Identifiers—Maryland (Frederick County), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to 7th, 8th, and 9th grade science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet introduces the student to the methods of interpreting the distant past through the study of fossils. The estimated time for completing the activities in this module is two weeks. (SL)

ED 130 911 SE 021 653
 Geist, John E.

An Attempt Towards Independent Study in Astronomy. [Aids to Individualize the Teaching of Science, Mini-Course Units for Grades 7, 8, and 9.]

Frederick County Board of Education, Md.
 Pub Date 73

Note—84p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document
 Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Astronomy, Individualized Instruction, Instructional Materials, Junior High School Students, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science, *Space Sciences

Identifiers—Maryland (Frederick County), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to 7th, 8th, and 9th grade science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet presents independent study of astronomy, astronomical instruments, the solar system, Earth time zones, and stars. The estimated time for completing the activities in this module is 8-9 weeks. (SL)

ED 130 912 SE 021 654
 Foltz, Ross

Household Chemistry. [Aids to Individualize the Teaching of Science, Mini-Course Units for Grades 7, 8, and 9.]

Frederick County Board of Education, Md.
 Pub Date 73

Note—21p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document
 Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Chemistry, Individualized Instruction, Instructional Materials, Junior High School Students, *Physical Sciences, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science

Identifiers—Household Chemistry, Maryland (Frederick County), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to 7th, 8th,

and 9th grade science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet introduces students to chemistry and chemicals which exist in the average household. The estimated time for completing the activities in this module is two weeks. (SL)

ED 130 913 SE 021 655
 Howard, Kenneth

Notions on Motions. [Aids to Individualize the Teaching of Science, Mini-Course Units for Grades 7, 8, and 9.]

Frederick County Board of Education, Md.
 Pub Date 73

Note—17p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document
 Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Individualized Instruction, Instructional Materials, Junior High School Students, *Motion, *Physics, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science
 Identifiers—Maryland (Frederick County), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to 7th, 8th, and 9th grade science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet introduces the student to the scientific, mathematical, and physical notions of motion. The estimated time for completing the activities in this module is three weeks. (SL)

ED 130 914 SE 021 656
 Meyers, Fred

Environmental Chemistry. [Aids to Individualize the Teaching of Science, Mini-Course Units for Grades 7, 8, and 9.]

Frederick County Board of Education, Md.
 Pub Date 73

Note—22p.; For related Mini-Course Units, see SE 021 624-656; Not available in hard copy due to marginal legibility of original document
 Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Chemistry, *Environment, Individualized Instruction, Instructional Materials, Junior High School Students, *Pollution, Process Education, *Science Education, Science Materials, Secondary Education, *Secondary School Science

Identifiers—Maryland (Frederick County), Minicourses

This booklet, one of a series developed by the Frederick County Board of Education, Frederick, Maryland, provides an instruction module for an individualized or flexible approach to 7th, 8th, and 9th grade science teaching. Subjects and activities in this series of booklets are designed to supplement a basic curriculum or to form a total curriculum, and relate to practical process oriented science instruction rather than theory or module building. Included in each booklet is a student section with an introduction, performance objectives, and science activities which can be performed individually or as a class, and a teacher section containing notes on the science activities, resource lists, and references. This booklet introduces the student to the effects of

chemicals and chemical reactions on the environment. The estimated time for completing the activities in this module is 3-4 weeks. (SL)

ED 130 915 SE 021 712
 Gabel, Lawrence Lee

The Development of a Model to Determine Perceptions of Scientific Literacy.

Pub Date 76

Note—337p.; Ph.D. Dissertation, The Ohio State University; Marginal legibility in Appendices

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—Doctoral Theses, *Educational Research, Higher Education, *Models, Perception, *Predictor Variables, *Q Sort, Science Education, Scientific Enterprise, *Scientific Literacy

Identifiers—Research Reports

Dimensions of scientific literacy with regard to a theoretical definition were inferred for a group of science oriented persons, a group of non-science oriented persons, and the two groups combined. Comparisons of the strength of agreement of the two groups, and of subgroups of the two groups, with the inferred dimensions were made. The sample consisted of five subgroups comprised of 37 university pure science, 38 university applied science, 75 university non-science, 100 public science, and 100 public non-science persons. A theoretical model of scientific literacy was developed and used to develop a 45 statement Q-set. Each person was asked to sort the Q-set in terms of "What should be expected of most high school graduates with regard to science?" A forced sort, five cards per nine piles, was required, representing a continuum from +4, MOST IMPORTANT, to -4, LEAST IMPORTANT. A questionnaire was administered to collect predictor variable data. Relationships between the inferred dimensions and the predictor variables, (a) educational level, (b) amount of science education, (c) educational level of parents, (d) age, and (e) sex, were investigated. It was found, among other things, that membership in subgroups was more related to respondents' perception of scientific literacy than was membership in the two groups; and, in general, that an inverse relationship existed between educational level and valuing of inferred dimensions. (Author/SH)

SO

ED 130 916 SO 009 369

Colorado Centennial-Bicentennial Teacher's Guide.

Colorado Centennial - Bicentennial Commission, Denver.; Colorado State Dept. of Education, Denver.

Pub Date 75

Note—55p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Area Studies, Class Activities, Communications, Cultural Awareness, Curriculum Development, Curriculum Guides, Elementary Secondary Education, Environmental Influences, Fine Arts, Government Role, *History Instruction, Human Geography, Learning Activities, *Local History, Resource Guides, Social History, *Social Studies, Teaching Guides, Teaching Techniques, *United States History
 Identifiers—*Bicentennial, *Colorado, State History

Intended for use by teachers in the establishment of curriculum to study centennial-bicentennial topics, the main purpose of this guide is to instill in students an appreciation of Colorado's system of government, resources, people, territory, and technology. Suggestions for teaching about seven major areas which relate to Colorado's heritage are provided. The material is presented in the following chapters: (1) Government, Territory and Treaties; (2) Business and Industry; (3) Conservation, Environment, and Natural Resources; (4) Communications and Transportation; (5) Arts and Humanities; (6) Recreation; (7) People; (8) Colorado Historical Calendar; (9) Teacher/Student Resources; and (10) History Resources. Each chapter begins with an historical overview and includes three sections of student activity descriptions and a list of references for further study. The activity sections—Heritage '76, Horizons '76, and Festival USA—suggest map-making activities, class discussions,

debates, sociodramas, research projects, investigative activities, field trips, publishing ventures, and predictions of future events and conditions. Chapter 9 lists bibliographic sources on 18 topics such as places, individuals, groups, and events important in Colorado history. Chapter 10 presents a directory of organizations which might be useful to teachers and students as history resources. (Author/DB)

ED 130 917 SO 009 407

Greenstein, Fred I. Tarrow, Sidney
Political Orientations of Children: The Use of a Semi-Projective Technique in Three Nations. Comparative Politics Series No. 01-009, Vol. 1. Pub Date 70
Note—82p.
Available from—Papers Division, Sage Publications, P.O. Box 5024, Beverly Hills, California 90210 (\$3.00 paperback)

Document Not Available from EDRS.
Descriptors—Case Studies, Childhood Attitudes, Child Psychology, *Citizenship, *Comparative Analysis, Experimental Psychology, Personality Assessment, *Political Attitudes, Political Science, Political Socialization, *Projective Tests, Response Mode, *Situational Tests, Social Influences

The study is concerned with the psychology of citizenship in Great Britain, France, and the United States. Part I of the booklet discusses the use of semiprojective procedures to elicit surface psychocultural dispositions (cognitive and value assumptions, assumptions about behavioral norms, etc.). The procedure involves asking late preadolescent children to complete a series of stories. One story involves a group of children deciding which game to play when there are different opinions about which game to play; another involves completing a story about a political leader caught for driving too fast. Part II of the booklet presents the six case histories of the children's responses. Part III distinguishes between projective and semiprojective procedures by comparing variants of the fixed-choice and open-ended survey methods. Using political studies literature, part IV describes issues of comparative political psychology and political socialization involved in the study. Part V discusses the development, content, and rationale of the semiprojective procedure, and part VI reports the data from the entire sample with an emphasis on showing the many meanings evident in a single response. It is concluded that for the short run semiprojective procedures appear useful in generating hypotheses about such concepts as trust and decision making. It is recommended that semiprojective procedures be used in connection with other techniques (e.g., fixed choice responses, observations of nonverbal behavior). Appendices contain the interview instrument and interviewer instructions in both English and French. (ND)

ED 130 918 95 SO 009 420

Multicultural Planning Conferences: Summary. National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Multicultural/Bilingual Div. Pub Date 76
Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Bilingual Education, Conference Reports, Cultural Awareness, *Cultural Pluralism, Curriculum Development, Directories, Educational Planning, Educational Research, Elementary Secondary Education, *Ethnic Groups, Ethnic Studies, Higher Education, Language Development, Minority Groups, Professional Recognition, Research Needs, *Research Projects

This is a summary report of recommendations made at ten multicultural planning conferences conducted by the National Institute of Education in 1974. The purpose of the conferences was to elicit ideas for developing a research agenda from individuals with diverse backgrounds, all of whom had expertise in working with bicultural or bilingual students. Recommendations in the conferences were for the National Institute of Education to support a variety of activities that were grouped under the following areas: (1) professional participation of minorities in policy formulation and research; (2) research themes and investigations related to cultural pluralism; (3) specific research studies in policy, language acquisition, and assessment; (4) research on cur-

riculum; and (5) research on teacher preparation. The most pervasive theme to emerge from the conferences was that education should acknowledge and promote the pluralistic reality of American society. Included are a directory of conference participants and a listing of recommendations by participation groups. (Author/DB)

ED 130 919 SO 009 463

Tyler, Ralph W.
Perspectives on American Education: Reflections on the Past...Challenges for the Future. Science Research Associates, Inc., Chicago, Ill. Pub Date 76
Note—165p.

Available from—Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611 (order no. 13-6085, \$9.56 hard cover)

Document Not Available from EDRS.

Descriptors—Autobiographies, Educational Change, *Educational History, Educational Innovation, Educational Legislation, Educational Policy, Educational Practice, Educational Problems, Educational Research, *Educational Trends, Elementary Secondary Education, *Futures (of Society), *Public Schools, United States History

Identifiers—*Tyler (Ralph W)

This book contains the six Patten Lectures presented by Tyler at Indiana University in 1974-75. In the lectures, he examines education in the United States and identifies some of the continuing problems, some of the reforms, and some of the needs and possibilities that lie ahead for education. The volume represents an eyewitness history of U.S. education since 1915, based on Tyler's personal experiences and observations acquired during his career as an educator. Several troublesome issues are identified, such as the failure of some students to acquire fundamental academic skills. Also, the specifics of schooling and various proposals and developments designed to make schools more effective are discussed. The lectures are titled (1) Universal Education in the United States: Myth or Reality; (2) Educational Benchmarks in Retrospect: Educational Change since 1915; (3) Have Educational Reforms since 1950 Created Quality Education; (4) Wasting Time and Resources in Schools and Colleges; (5) Educational Research: Can It Help to Improve Educational Practice; and (6) Can Our Schools Meet the Demands They Now Face. A paper Tyler wrote in 1941, Educational Adjustments Necessitated by Changing Ideological Concepts, is included in the volume. Topics and issues discussed in the paper are still relevant today. A chronological bibliography of Tyler's works concludes the book. (ND)

ED 130 920 SO 009 482

Nitta, Ray
Your Move! A Manual on How to Make and Play Some Popular Non-Western Games for the Elementary Classroom. Center for Open Learning and Teaching, Albany, Calif.

Pub Date Jun 75
Note—15p.
Available from—Center for Open Learning and Teaching, P.O. Box 9434, Berkeley, California 94709 (\$1.50 paper cover, 10 or more \$1.00 each)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Design, Elementary Education, *Foreign Countries, *Games, Non Western Civilization, *Puzzles, Recreational Activities

Ten games from non-Western countries are described, and directions for making the boards and pieces are given. Elementary-grade students can play all the games and one game can be played by preschoolers. Most involve moving pieces on a board in order to block or eliminate the opponent's pieces. The descriptions include comments about the makeup of game pieces in their native countries. For example, a Hawaiian game contains pieces usually carved from lava rock, and a Chinese game played by royalty would have contained ivory pieces inlaid with gold and jade. Other countries which the games represent include Korea, India, Japan, and New Zealand. To use the games in the classroom, one needs a hand drill, countersinks, masking tape, and sandpaper, as well as flat pieces of board and marbles or similar baubles. Diagrams of each game's lines are provided so teachers can cut them out, tape them to a board, and drill holes at the proper points. (AV)

ED 130 921 SO 009 484

Paulston, Roland G.
Conflicting Theories of Social and Educational Change: A Typological Review.

Pittsburgh Univ., Pa. University Center for International Studies. Spons Agency—World Bank, Washington, D. C. Pub Date 76

Note—70p.
Available from—Publications, University Center for International Studies, G-6 Mervis Hall, University of Pittsburgh, Pennsylvania 15260 (\$3.00 paper cover, 20% discount for 10 or more copies)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Bibliographies, Change Strategies, Comparative Education, *Educational Change, Educational Strategies, *Educational Theories, *Literature Reviews, Models, Organizational Change, *Social Change

This paper presents a review in phenomenological perspective of the diagnostic and prescriptive literature that asks why and how educational reforms occur. The work has three objectives. The first is to search the historical and current international literature for educational reform theories and to demonstrate how these theories are rooted in systematic orientations concerning social reality and the social change process. The second objective is to demonstrate how the major educational reform theories lead to logically consistent assumptions concerning necessary preconditions, rationales, processes, and the like. The third objective is to stimulate a greater awareness among educational planners of how their biases constrain their ability to explore the full range of potentially effective strategies for reform. Findings include the following: (1) systematic attempts to explain and predict educational reform phenomena are fairly numerous but lack analytical rigor and testability; (2) a number of theoretical orientations can be identified; (3) these orientations are not random or eclectic but, rather, follow from personal bias concerning theoretical and ideological orientations to social reality and social change process; and (4) the literature is deficient in work that acknowledges personal bias in attempts to conceptualize reform causes and effects. An extensive bibliography is included. (Author/RM)

ED 130 922 95 SO 009 487

Toma, Peter A.
The Educational System of Czechoslovakia. Education around the World.

Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Report No.—OE-76-19126
Pub Date 76
Note—14p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (order stock no. 017-080-01531-5, \$0.35)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Comparative Education, Educational Environment, *Educational History, Educational Objectives, Educational Philosophy, Educational Practice, Elementary Secondary Education, Foreign Countries, Grading, Higher Education, Nursery Schools, *Program Descriptions, Public Education, Public Policy, School Activities, *School Organization, School Systems, Social Values, Teacher Education

Identifiers—*Czechoslovakia
The background, current structure, and functions of the Czechoslovakian educational system are described in this booklet. Topics include history, legal basis, structure, administration, financing, academic calendar, language of instruction, and the grading system. The following seven educational categories are discussed: (1) preschool education which includes day-care centers and nursery schools; (2) compulsory elementary education which provides basic nine-year schooling from age 6-15; (3) secondary education which is applied for by graduates of the elementary program and is divided into general, vocational, apprentice, and evening workers program; (4) special education which provides instruction for the physically and mentally handicapped; (5) people's arts and language schools which provide optional study in the visual arts, performing arts, and foreign languages; (6) teacher education which trains students according to the grade level to be taught; (7) higher education which consists

of universities, technical schools, colleges of arts, agriculture, economics, forestry, theology, and veterinary medicine. References, a glossary of terms, and a directory of Czech higher education institutions are included in the document. (Author/DB)

ED 130 923 SO 009 488
Religion Studies in Public Education: A Task Force, Year II Report (1976).

National Federation of Priests' Councils, Chicago, Ill.

Pub Date Mar 76
 Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Annual Reports, Biblical Literature, Catholic Educators, Catholics, Clergymen, *Educational Objectives, Educational Philosophy, Elementary Secondary Education, Ethical Instruction, Individual Power, Instructional Materials, Models, Personal Values, Public Education, *Public Schools, *Religion, *Religious Education, Values, *Youth

Recommendations for facilitating religious literacy programs in public schools are presented in this 1976 annual report. Written primarily for an audience of Catholic priests, the report aims at spreading understanding about the legal parameters of religious studies in public education and at increasing religious literacy of public school students of all faiths. Information is given on specific models of religious education, values clarification models, the role of the clergy, the role of the public school teacher, teaching and learning aids, and steps which individual priests and priests' councils can take to encourage religious literacy. The authors conclude that clergy of all faiths must realize that millions of young people are not reached by church programs and, consequently, are growing up to be religious illiterates. In response to this situation, they recommend that clergy encourage public school educators to provide religious literacy opportunities for students. Included in the document are a listing of Supreme Court decisions regarding religion and public education, a copy of the budget of the Task Force on Religious Studies in Public Education, and addresses of organizations to contact for further information. (Author/DB)

ED 130 924 SO 009 489

Senesh, Lawrence And Others
The Colorado System-Based Curriculum Project: Position Papers.

Educational Resources Center, Inc., Boulder, Colo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 76
 Note—65p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Community Change, *Community Study, *Curriculum Development, Educational Innovation, Educational Objectives, Elementary Secondary Education, Instructional Materials, Local History, Mobility, Program Descriptions, Projects, Relevance (Education), *School Community Relationship, Skill Development, Social Sciences, *Social Studies, Student Interests, *Student Participation, Values

A social studies curriculum project is described which presents a blueprint for a Colorado community social profile study and suggests ideas for design of a national community model. The purpose of the project, intended for use on the elementary, intermediate, and secondary levels, is to help students develop skills to deal with mobility from community to community and from one life-style to another. The interim report on the project is presented as three papers and four appendices. The first paper describes the social profile of a community as a mirror with six dimensions: physical environment, history, people, economic base, political structure and process, and cultural view. The author classifies all American communities as either urban, rural nonfarm, or rural farm. The second paper discusses the relationship between the Colorado project, which encourages local autonomy in education, and the accountability movement which favors state control. The third paper explains how to construct a community social profile congruent with social science concepts. The appendices present information on social science disciplines, knowledge objectives of the curriculum, newspaper coverage of the project, and proceedings from meetings of the project members. (Author/DB)

ED 130 925 SO 009 490
Resource Materials for Elementary Social Studies: An Annotated List of Selected Titles for the Basic Program.

Alberta Dept. of Education, Edmonton.

Pub Date 75
 Note—53p.; For a related document, see SO 009 491

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Annotated Bibliographies, Community Study, Comparative Education, Curriculum, *Curriculum Development, Elementary Education, Family (Sociological Unit), History, *Instructional Materials, Neighborhood, *Resource Materials, *Social Studies

Identifiers—Alberta, Canada
 This is an annotated listing of selected print and nonprint resource materials for a basic elementary social studies program in Canada. The list is intended to aid school systems and their personnel in selecting learning materials for use with the Alberta social studies curriculum as set out in their program of studies. Most materials cited were published in the 1970s. Basic elementary programs, filmstrips, study prints, multimedia kits, booklets, and curriculum guides are included. Citations are arranged alphabetically by title within the following categories: Grade 1—Families; Grade 2—Neighbors; Grade 3—Comparing People's Communities; Grade 4—People in Alberta; Grade 5—People in Canada; and Grade 6—The Historical Roots of Man. (Author/RM)

ED 130 926 SO 009 491

Resource Materials for Secondary Social Studies: An Annotated List of Selected Titles for the Basic Program.

Alberta Dept. of Education, Edmonton.

Pub Date 75
 Note—78p.; For a related document, see SO 009 490

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—African Culture, *Annotated Bibliographies, Asian Studies, Comparative Education, Culture, Curriculum, *Curriculum Development, *Instructional Materials, *Resource Materials, Secondary Education, *Social Studies, Technology, World Problems

Identifiers—Alberta, Canada
 This is an annotated listing of selected print and nonprint resource materials for a basic secondary social studies program in Canada. The list is intended to aid school systems and their personnel in selecting learning materials for use with the Alberta social studies curriculum as set out in their program of studies. Most items cited were published in the 1970s. Books, multimedia kits, 16mm films, and simulations are cited. For the most part, books and multimedia resources are listed separately by title within the following categories: Grade 7—Man, Technology, and Culture in Preindustrial Societies; Grade 8—Man, Culture, and Technology in Afro-Asian Societies; Grade 9—Man, Technology, and Culture in Western Societies; Canadian Studies (for use in the junior high program); Grade 10—Canadian Problems; Grade 11—World Problems; and Grade 12—World Problems. (Author/RM)

ED 130 927 SO 009 493

Morris, Donald M.
Teaching about the Child and World Environment: Elementary Teacher's Kit.

United Nations Children's Fund, New York, N.Y.

United States Committee.
 Report No.—KIT-5420

Pub Date 76
 Note—72p.

Available from—School Services, United States Committee for UNICEF, 331 East 38th Street, New York, New York 10016 (Kit # 5420, \$2.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Climatic Factors, Cognitive Objectives, Conservation (Environment), Educational Games, Elementary Education, Elementary School Curriculum, *Environmental Education, Environmental Influences, Futures (of Society), *Global Approach, *Human Geography, Instructional Materials, Interdisciplinary Approach, Physical Environment, Pollution, Science Curriculum, *Social Studies Units, Teaching Guides, World Geography

Three environmental education units relating environmental concerns to elementary school students' own experiences are described in this

materials packet. Emphasis is on helping students become more sensitive to human and personal dimensions of environmental upset. Designed to teach children about themselves and their air, water, and land environments in an increasingly interdependent world, the units focus on natural disasters such as earthquakes, floods, weather upsets, pollution, and scarcity of natural resources. Each unit specifies objectives, materials, grade levels, and teaching procedures; supplies history briefs of related materials; defines terms where necessary; and provides a summary and footnotes. Activities include simulation of an earthquake and a simple watershed, class discussion of environment-oriented articles from the newspaper, cutting out natural objects from construction paper, testing for bacteria, making models of geographic areas, and listening as the teacher reads stories of natural disasters. Several articles which appeared in UNICEF News and a wall sheet that are part of this kit are available from the publisher but are not included on the microfiche. (Author/DB)

ED 130 928 SO 009 495

Zane, Polly Zane, John

The Native Americans: Teacher's Guide [And 12 Student Booklets].

Pub Date 76
 Note—121p.

Available from—The Proof Press, P.O. Box 1256, Berkeley, California 94720 (Teacher's Guide, order no. P-10, \$2.25; Booklets set, order no. P-11, \$5.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*American Indian Culture, *American Indians, Art, Bibliographies, Check Lists, Clothing, Elementary Secondary Education, Food, Housing, Leadership, Learning Activities, Peace, Physical Geography, Questioning Techniques, *Social Studies Units, Teaching Guides, Tribes, Vocabulary, War

In this unit, students from grades 4 through 12 study the cultural areas, traits, and life-styles of the North American Indians before settlement by the white man. Students examine the cultural traits of the Indians who live in 12 cultural areas to note the cause-and-effect relationship of traits to the environment and to make comparisons between cultural areas. The materials consist of 12 student booklets and a teacher's guide which contains learning activities, library research topics, discussion questions for each cultural area, and a six-page selected bibliography of student and teacher books. There is a student booklet on each of the following 12 areas: arctic, subarctic, northwest coast, California, plateau, great basin, southwest, plains, prairie, northeast, southeast, and meso-American. Short readings provide students with background information on the area's geography and climate and on the area's Indian society, including a description of its food, clothing, shelter, arts and crafts, and leaders. Responding to questions asked by the teacher, students discuss and examine their findings. They also participate in many class activities such as writing short stories, drawing maps, making sketches of Indian artifacts and jewelry, drawing a floor plan of the inside of a longhouse, and doing library research. Although the teacher's guide and student booklets are available on microfiche, 12 portrait drawings for display and a chart which outlines the cultural traits of each area are available only in hard copy from the publisher. (Author/RM)

ED 130 929 SO 009 496

Environmental Law II.
 Continuing Legal Education in Colorado, Inc., Denver.

Pub Date Sep 76

Note—455p.; Papers presented at Environmental Law II institute (Aspen, Colorado, September 11, 1976)

Available from—Continuing Legal Education in Colorado, Inc., 200 West 14th Avenue, Denver, Colorado 80204 (\$20.00, looseleaf binder)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Air Pollution Control, Community Development, Conference Reports, Ecology, *Environment, *Environmental Influences, Federal Legislation, *Government Role, Investigations, Land Use, *Laws, Lawyers, Legal Problems, *Legislation, Natural Resources,

Real Estate, State Legislation, Water Pollution Control, Water Resources
Identifiers—*Environmental Awareness

Presented are papers delivered at a 1976 Colorado environmental law conference. Included in the publication are the conference schedule, the text of nine papers, background information on authors, and bibliography listings for each paper. Titles and topics of the papers are the following: (1) Water Resources Development and the Environment discusses water law in Colorado, water resources, and federally reserved water rights; (2) A Panorama of Environmental Laws presents an overview of laws dealing with radiation, noise, historical preservation, pesticides, and wildlife; (3) Federal Freedom of Information Act asks, "Who must disclose what, and to whom?" and "What information qualifies as confidential?"; (4) NEPA: Introduction and Current Developments discusses the National Environmental Policy Act; (5) Development on Federal Lands presents information on overlapping state and federal agencies; (6) Land Use Control in Colorado—Impact on Community Development surveys state legislation involving land use; (7) Air Quality Control discusses regulation of real estate development; (8) National Flood Insurance Program summarizes current developments in insurance coverage regulations; and (9) Water Quality Control discusses regulation of real estate development and water quality standards. (Author/DB)

ED 130 930 SO 009 498

Clary, Polly Chase And Others
Guide to Study America: An Interdisciplinary Approach to American Studies.
Pub Date Sep 76
Note—387p.

Available from—Learning Ventures, Bantam Books, 666 Fifth Avenue, New York, New York 10019 (\$3.50 paperback, 20% discount for orders of \$25.00 or more)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*American Culture, *American Studies, Behavioral Objectives, Class Activities, Course Descriptions, Cultural Awareness, Cultural Traits, Curriculum, *History Instruction, Inquiry Training, Interdisciplinary Approach, Learning Activities, Literature, Multimedia Instruction, Secondary Education, Skill Development, Social Studies Units, Teaching Techniques, United States History

This interdisciplinary American studies curriculum guide for grades 7 through 12 provides a people-oriented approach to American history. Intended to give a sense of history to motivated and nonmotivated students, the guide describes six units which can be used singly as minicourses or together as an in-depth course on American life. Each unit centers on a single theme. The themes, which also represent the six chapters of the book, include the following: in search of an American character, frontier America, industrial America, multiethnic studies, rebellion and reform, and individual and collective power. Verbal and study skills are emphasized throughout the book. Learning methods recommended include simulation games, research, panels, field study, data-retrieval charts, inquiry, and values clarification. Each chapter presents an overview, unit description, student and teacher readings, group and individual activities, learning objectives, and bibliography. A skill enrichment section for teacher use is also included in the document. A more complete description of each unit, with additional classroom programs, is available from the publisher. (Author/DB)

ED 130 931 95 SO 009 499

Curriculum Guidelines for Multiethnic Education: Position Statement.

National Council for the Social Studies, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—47p.

Available from—Publications, National Council for the Social Studies, 1515 Wilson Blvd., Arlington, Virginia 22209 (\$2.50 paper cover)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Check Lists, Citizenship, Citizenship Responsibility, *Cultural Pluralism, *Curriculum Development, Curriculum Planning, *Democratic Values, Educational Philosophy,

Educational Research, Elementary Secondary Education, Equal Education, *Ethnic Groups, Ethnic Stereotypes, *Ethnic Studies, *Guidelines, Relevance (Education), School Environment, School Role, Social Studies

Guidelines for designing and implementing ethnic studies programs and for integrating curriculum with ethnic content are presented in this position statement of the National Council for the Social Studies. The main purposes of the guidelines are to specify proper goals of school reform efforts and to designate the relationship which should exist between the school and the ethnic identities and attachments of students. The boundaries of the guidelines are set upon five basic principles: (1) school sensitivity to ethnic diversity, (2) ethnic pluralism, (3) teacher responsibility to incorporate ethnic material into lessons, (4) modification of curriculum and teaching strategy to reflect ethnic diversity, and (5) the necessity of ethnic studies for all students. The guidelines are divided into three sections. Section I, A Rationale for Ethnic Pluralism, describes society, the nature of the school and the learner in an ethnically pluralistic society, and goals for school reform. Section II, Curriculum Guidelines for Multiethnic Education, describes the ideal characteristics of school environments which are consistent with ethnic pluralism. Section III, Multiethnic Education Program Evaluation Checklist, provides a seven-page checklist for assessing specific school environments. (Author/DB)

ED 130 932 SO 009 506

Kattackal, Joseph A.

Educational Development in the Post-colonial Period in India: Problems and Prospects.

Pub Date 75

Note—28p.; Paper presented at the International Colloquium of the Institute for International Cooperation (Seventh, Ottawa, Ontario, April 8-11, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Area Studies, Asian History, Comparative Education, *Developing Nations, *Educational Development, *Educational History, Educational Objectives, *Educational Problems, *Educational Trends, Foreign Countries, Government Role, International Education, Modern History, Non Western Civilization, Political Influences, Prediction, Public Education, Socioeconomic Influences, Urbanization, Values

Identifiers—*India

A problem-oriented history of education in postcolonial India is presented along with a forecast of India's educational future. The problems of providing quality education in India after 190 years of British rule, which left only 13 percent of the Indian population literate at the time of India's independence in 1947, are discussed. India's postcolonial attempts at modernizing its educational process through successive five-year plans of development are reviewed. Two aims of educational development are specified: to broaden access to education and to develop a national system of education which is rooted in the basic values of the Indian nation. A background history on India is provided which discusses the positive and negative aspects of British educational administration in India, the four Five-Year Plans and the three annual plans, the Kothari Commission Report and its recommendations, and postcolonial development of facilities at each educational level. Educational failures of the Indian government are reviewed. Most failures have been due to financial problems. The recent Five-Year Plan appears to be avoiding many of the failures of the past plans. References are included. (Author/DB)

ED 130 933 SO 009 507

Glass, John F.

Prisoner's Dilemma as a Social Simulation Game.

Pub Date 76

Note—11p.; Paper presented at the annual convention of the Pacific Sociological Association (San Diego, California, March 25-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affective Objectives, Case Studies, Classroom Games, Decision Making, *Decision Making Skills, *Educational Games, Higher Education, Learning Activities, Matrices, *Prisoners, *Problem Solving, Psychology, Simulated Environment, *Simulation, Simulators, Sociology, Values

A simulation game of strategy relating to alternate confession choices of two prisoners is described. The game, Prisoner's Dilemma, is designed to help participants learn about trust, cooperation, competition, intergroup dynamics, and their own life role and feelings. Three choices are offered at the beginning of the game to two prisoners, held incommunicado, each charged with the same crime: (1) both prisoners confess and can be convicted, (2) neither prisoner confesses and neither can be convicted, and (3) one prisoner confesses and one does not, allowing the first to go free and the other to receive a more severe punishment. Each choice relates to the central dilemma of whether a rational prisoner should confess, and it is plotted along a two-by-two matrix indicating the outcome. A postgame analysis is recommended. Seven discussion questions concerning individual players' reactions during the game and their feelings about other players are suggested. Problems of assessing what people actually learn in games of this type are recognized. Game instructions, references, and a matrix and tally sheet are included in the paper. (Author/DB)

ED 130 934 SO 009 508

[Museum-School Cooperation: A Summary of School Projects.]

American Association of Museums, Washington, D.C.

Pub Date 1 Sep 76

Note—20p.; Phase 1 report of the Curriculum Development Task Force

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Aesthetic Education, Art Activities, Art Appreciation, *Art Education, Community Resources, *Curriculum Development, Curriculum Evaluation, Directories, Educational Objectives, Educational Resources, Elementary Secondary Education, *Museums, Program Descriptions, Program Development, Projects, Resource Materials, *School Community Cooperation, School Community Relationship, Skill Development

This report defines problem areas of museum-school cooperation, suggests an ideal relationship, offers solutions, and describes art curriculum projects presently underway. Written as a vehicle of articulation for museum educators, further study is urged of the relationship between schools and museums in the area of curriculum development. The bulk of the report provides summaries of 47 grade K-12 projects in 11 states. Each project summary lists the name of the project, grade level, curriculum area, funding source, and comments, including the name of the school contact person if known. Projects described include analyses of art materials for school use, analyses of museum objects on loan to teachers or students, descriptions of distribution systems of the various state arts councils, and descriptions of specific classwork and homework programs. Names, titles, institutions, and addresses of report contributors are included in the document. (Author/DB)

ED 130 935 SO 009 509

Chilcott, John H., Ed.

Council on Anthropology and Education Quarterly, Vol. VII, No. 1, February 1976.

Council on Anthropology and Education, Washington, D.C.

Pub Date Feb 76

Note—49p.; For related documents, see SO 009 510 and 511

Available from—Council on Anthropology and Education, 1703 New Hampshire Avenue NW, Washington, D.C. 20009 (\$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Anthropology, Community Colleges, Cultural Environment, *Curriculum, Educational Improvement, *Educational Objectives, Elementary Secondary Education, Higher Education, *Humanistic Education, Inquiry Training, Inservice Education, Mass Media, Professional Occupations, Skill Development, Social Environment, Social Influences, Social Sciences, Social Studies, Teacher Workshops, *Teaching Methods

Eight papers which discuss the teaching of anthropology are presented in the February issue of this quarterly publication. The papers, organized into four sections, represent four major interests of anthropologists. In the first section, the teaching of anthropology as an activity is emphasized. Two authors present ideas on em-

playing the processes and methods of anthropology to teach inquiry skills at the secondary level. Three papers in section two discuss the application of anthropology in three undergraduate programs. These papers are concept-oriented and deal with ways of improving anthropology teaching so that students will gain understanding of social complexities. Section three contains two papers dealing with the problems of teaching anthropology at the community-college level. One of the papers proposes a structural solution to the problems of teaching a traditional introductory course. The second paper reports on a workshop for inservice training of anthropology instructors at all levels. The fourth section contains a paper in which the contribution of mass media communication to anthropology teaching is discussed. News pertaining to the Council on Anthropology and to recent anthropological publications is included in the document. (Author/DB)

ED 130 936 SO 009 510

Chilcott, John H., Ed.

Council on Anthropology and Education Quarterly, Vol. VII, No. 2, May 1976.

Council on Anthropology and Education, Washington, D.C.

Pub Date May 76

Note—41p.; For related documents, see SO 009 509 and 511

Available from—Council on Anthropology and Education, 1703 New Hampshire Avenue NW, Washington, D.C. 20009 (\$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Anthropology, Case Studies, *Comparative Education, Culture, Demography, *Educational Anthropology, *Educational Improvement, *Educational Objectives, Elementary Secondary Education, Ethnic Studies, Higher Education, Inquiry Training, Non-formal Education, Population Education, Research Methodology, Research Needs, Social Environment, Socialization, Teaching Methods

Eight articles which explore areas of interest to teachers of anthropology are presented. Three lead articles investigate the application of anthropological concepts and methods to educational institutions, formal and nonformal, outside the United States. In the first paper, demographic socialization as a field of anthropological inquiry is discussed and recommendations for the development of research techniques are presented. The second paper is a case study which provides information on ethnic stereotyping in Nigerian public schools. The third paper presents a discussion of the impact of formal schools on peasant communities in the Peruvian highlands. The fourth, fifth, and sixth papers investigate possibilities for employment of anthropologists in field work, public school teaching, and educational planning. The seventh paper describes the experiences of an anthropologist in the public schools of Dallas, Texas, and relates various capacities in which an anthropologist can serve a public school system. The final article discusses contract ethnography and accountability in anthropological fieldwork. Professional news, material on teaching anthropology at the college level, and a bibliography of recent anthropological publications are included. (Author/DB)

ED 130 937 SO 009 511

Chilcott, John H., Ed.

Council on Anthropology and Education Quarterly, Vol. VII, No. 3, August 1976. Special Issue: **Research Dimensions of Anthropology and Education.**

Council on Anthropology and Education, Washington, D.C.

Pub Date Aug 76

Note—53p.; For related documents, see SO 009 509 and 510

Available from—Council on Anthropology and Education, 1703 New Hampshire Avenue NW, Washington, D.C. 20009 (\$1.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Anthropology, Cultural Factors, *Educational Anthropology, Educational Policy, Educational Research, Elementary Secondary Education, Ethnology, Evaluation Methods, Evaluation Needs, *Financial Support, Government Role, Higher Education, Prediction, Relevance (Education), *Research Methodology, *Research Opportunities, Research Skills, School Role, Social Science Research

The collection of papers focuses on the future of research in anthropology and education. Intended as an exploration of the relationship between funding agencies and the individual anthropological researcher, the articles generally question the degree of control which the anthropologist can exert on research. The basic premise of the papers is that anthropology possesses a methodology and a conceptual framework which can contribute to a better understanding of the cultural process of education within a society. The first two papers explore the political considerations of research by investigating federal-agency programs and by measuring the involvement of anthropologists in federally contracted evaluation. The third paper discusses the relationship between educational policy and anthropological fieldwork and concludes that policy makers might be more receptive to research if it is related directly to the premises of a particular policy. The research methodology that has developed in the field is discussed in the last paper. Its author relates that the conceptual framework of educational anthropology possesses a comparative orientation, places a high value on situational variables, and values intensive field study. Professional news, college teaching information, and a bibliography of recent works are included. (Author/DB)

ED 130 938 SO 009 512

Morse, Stanley J.

National Identity from a Social Psychological Perspective: Two Brazilian Case Studies.

Pub Date 76

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Activism, Association (Psychological), Authoritarianism, Behavior Patterns, *Case Studies, Cultural Awareness, Developing Nations, *Identification (Psychological), *Nationalism, Political Attitudes, Psychological Patterns, Psychology, Role Perception, Self Concept, Socialization, *Social Psychology, Social Science Research, Surveys

Identifiers—*Brazil, Brazil (Belem), Brazil (Sao Paulo)

Four aspects of national identity are investigated that seem relevant to an understanding of the complex sociopsychological ties which bind individuals to the nation-state. The four aspects of national identity are self-identity, consciousness of national identity, perception of nation-state, and citizenship role within nation-state. Two parallel case studies of national identity in Brazil were performed to investigate the four aspects. A questionnaire was administered to 178 undergraduates at the Universidade de Sao Paulo in Sao Paulo and to 193 undergraduates at the Universidade Federal do Para in Belem. Findings indicated that Belem respondents appear to place more emphasis on nationality than the Sao Paulo respondents. How strongly a person in Sao Paulo identifies with the nation-state has implications for how politically active one is likely to be and how one is likely to perceive Brazilian society. In contrast, in Belem identification with the nation-state is a more general phenomenon, thus revealing little about the individual's perceptions and behavioral dispositions. The difference may exist because national identity in Belem seems to assume a religious, other-worldly cast or because people in Belem simply are further removed from detailed information about Brazilian society and from channels of political change. It was concluded that, although further research must be done, psychological survey research techniques are useful for examining national identity. (Author/ND)

ED 130 939 SO 009 513

Dow, Peter B.

MACOS Controversy: Responses to Charges by John Conlan.

Education Development Center, Inc., Newton, Mass.

Pub Date 75

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Analytical Criticism, *Anthropology, Creative Thinking, *Cross Cultural Studies, Cultural Awareness, Cultural Differences, Curriculum, Elementary Education, Eskimos, Family Life Education, Human Living, Life Style, Moral Issues, *Persuasive Discourse, Program Descriptions, *Program Evaluation, Social Problems, *Social Studies, Sociocultural Patterns, Textual Criticism

Identifiers—MACOS, *Man A Course of Study

The utility of the controversial elementary social studies program, "Man: A Course of Study" (MACOS), is argued in this paper. A list of 12 charges made by Congressman John Conlan against MACOS, with responses to the charges, is presented. Specific passages in the student materials, films, and teacher materials are examined in context and the likely effect this information will have on the value structure of American elementary school students is discussed. Issues raised include evolution, arctic survival, population pressures, limited resources, species survival, starvation, and cultural myths. The author concludes that MACOS stimulates the intellectual, emotional, and social growth of children. It encourages them to think clearly and to develop new skills for approaching the study of human behavior in a systematic way. Specific references from the MACOS program are included in the document. (Author/DB)

ED 130 940 SO 009 514

Stahl, Robert J.

Innovation or Renovation? Lecture, Commentary, and Discussion in the Precollege Psychology Classroom.

Pub Date 76

Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Classroom Communication, Conventional Instruction, *Discussion (Teaching Technique), Educational Research, Effective Teaching, Elementary Secondary Education, Higher Education, *Instructional Innovation, Lecture, *Psychology, Student Teacher Relationship, *Teaching Methods, *Teaching Skills, Verbal Communication

This paper identifies and defines skills associated with the commentary-discussion method of teaching in an effort to improve student learning in precollege psychology courses. First, the author examines the range of teaching methods from formal lecture to open discussion and identifies commentary-discussion as the most widely used technique. In this technique, the teacher summarizes, interprets, or clarifies information, while giving cues for verbal interaction with students at the same time. Four categories of technical teaching skills are seen to be effective in instructional behavior. "Organizational class moves" occur when the teacher builds into the lesson a segment of time whereby the major focus of the lesson is outlined or reviewed. When the teacher establishes a context to which additional information will be related, a "structuring class move" occurs. This is useful before posing a question, for example. "Conditional class moves" involve statement of a premise and immediate linking of the premise to consequent statements or questions. Provision of silence to allow students time to think about a response or to complete a task comprises a "wait-time class move." These skills should help students attain instructional goals. (AV)

ED 130 941 SO 009 515

Liss, Lora

Affirmative Action: Field Laboratory for Sociologists.

Pub Date Aug 76

Note—17p.; Paper presented at annual meeting of the American Sociological Association (New York, New York, August 30-September 2, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Affirmative Action, *Employment Practices, Equal Opportunities (Jobs), Higher Education, Institutions, *Personnel Policy, Recruitment, *Research Skills, Social Science Research, *Sociology

The role of an affirmative action officer is seen to be an effective link between sociological theory/research and practice. The author describes her experience as the affirmative action officer at Lehigh University by citing origins, functions, strains, and conflicts surrounding the position. She was able to test theories about power, conflict, and social change from a variety of value perspectives. She explains how her sociological training provided many skills particularly suited to the role, including quantitative and qualitative research methods, ability to detect adverse effects (latent consequences) of employment policies, and innovative management

techniques. Her conclusions are that the sociology practitioner can help factor out the universals from the personal and institutional characteristics with which effective affirmative action is associated. Insight gained from serving in the role can contribute to more viable solutions to institutional sexism and racism. (Author/AV)

ED 130 942 SO 009 517

Bennett, Kay. *And Others*
Peoria and the World.

Peoria Journal Star, Ill.

Pub Date 76

Note—55p.

Available from—Educational Services Department, The Peoria Journal Star, Peoria, Illinois 61601 (\$2.00 paper cover)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Community, *Current Events, Elementary Secondary Education, *Global Approach, International Education, *Local Issues, *Newspapers, Social Studies, *Social Studies Units, Teacher Developed Materials, Unit Plan, *World Affairs

A unit is described in which fourth and eighth graders in Peoria, Illinois, gained understanding of the world through careful and critical reading of their local daily newspaper. The focus was on news about local international involvement. The teachers who developed the unit believe that study of local newspapers enriches information about the world and that articles about community ties to the world provide a springboard for research that enlivens international studies and relates the local scene to a world picture. In a particular Sunday paper, students identified articles about a typhoon in Japan, oil investors, closing of the post exchange in Turkey, and European-bred cattle which won awards at the Illinois State Fair. Students looked up relevant information about each country and learned how each foreign event could influence life in Peoria. Specific activities and discussion questions are provided, based on articles about sports, industry, agriculture, culture, immigrants, science, government, careers, population, and education. All activities and discussion questions can be used in the study of any community. (AV)

ED 130 943 SO 009 519

Farmer, Helen S.

What Inhibits Achievement and Career Motivation in Women? Why Women Contribute Less to the Humanities, Arts, and Sciences.

Pub Date 76

Note—26p.; For related document, see ED 123 178

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Ability, Academic Aspiration, Achievement, Elementary Secondary Education, Females, Higher Education, Inhibition, *Literature Reviews, *Low Achievement Factors, *Motivation, Role Conflict, *School Role, Socialization, Social Problems, Social Structure, Womens Studies, *Working Women

In a review of research, inhibited career and achievement motivation in women is analyzed and a humanistic goal for both sexes is proposed. The author believes that women have not caught up with the opportunities available to them to contribute to society through their careers. They do not contribute as much as men do to the humanities, arts, and sciences, and they do not contribute commensurate with their talents and potential. Factors related to inhibited career and achievement motivation include reduction in academic self-confidence, fear of success, vicarious achievement motivation, home-career conflict, work discrimination, low risk-taking behavior, and sex-role orientation. The author is presently studying the potency of these factors to predict achievement and career motivation in various samples of women. Results might be useful in developing diagnostic measures to prescribe change strategies in cases where low motivation is identified. A humanistic goal of sex-free roles is proposed, based on bicultural school curriculum, career guidance in schools, and individual open-mindedness toward shared responsibilities. (AV)

ED 130 944 95 SO 009 521

An Ethnic Dimension in American History: A Unit on Immigration, Industrialization, Urbanization, and Imperialism, 1880-1920. Resource Guide. B'nai B'rith, New York, N.Y. Anti-Defamation League.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Note—83p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—American Indians, Asian Americans, Behavioral Sciences, *Cultural Background, Cultural Education, Cultural Pluralism, Elementary Secondary Education, *Ethnic Groups, History Instruction, Italian Americans, Jews, Mexican Americans, Mexicans, Minority Groups, Negroes, Puerto Ricans, *Resource Guides, Rural to Urban Migration, Social Sciences, Social Studies, *United States History, *Unit Plan

This resource guide provides a model unit in American history with ethnic content and a multiethnic perspective. The main focus is on the experience of blacks, Jews, Chicanos, Puerto Ricans, Italian Americans, Asian Americans, and native Americans from 1880 to 1920. Four themes characteristic of the period are studied: immigration and minority groups, industrialization, urbanization, and imperialism and the rise of the United States to world power. In developing each theme, the unit suggests an outline of the subject, discussion questions, student activities, and appropriate audiovisual materials. Students perform comparative analyses of famous novels of the period, do research on stereotypes in the media, visit local city or state museums, and identify class ancestry on a world map as "new" and "old" immigrants. A selected annotated bibliography for teachers lists 14 books and journals. Another annotated bibliography for students contains over 200 references in categories of Ethnic Groups and Ethnic History, General History, and Social and Behavioral Science Reference. A glossary defines concepts or terms relating to social sciences or particular ethnic groups. (AV)

ED 130 945 SO 009 523

Cassidy, Philippe

Canadian Content Survey: Elementary Panel. Research Report.

North York Board of Education, Willowdale (Ontario).

Pub Date Jun 74

Note—44p.; For related documents, see SO 009 524 and 525

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Comparative Analysis, *Curriculum, *Data Analysis, *Educational Resources, Elementary Education, Field Trips, Films, Filmstrips, Instructional Program Divisions, Learning Activities, Questionnaires, Resource Materials, *School Surveys, Supplementary Reading Materials, Teacher Developed Materials, Textbooks

Identifiers—*Canada

Survey results summarize elementary-school use of Canadian and non-Canadian oriented materials, resources, and activities in the borough of North York, Ontario. A questionnaire completed by 205 teachers inquired about use of textbooks and unpublished material, resource people, and field trips. Focus on Canadian culture was identified whenever it was appropriate. Data tables show responses by four levels: elementary-kindergarten and junior kindergarten; elementary-primary; elementary-junior; and elementary-combination. Responses show that three-quarters of the textbooks used are Canadian in origin (author and publisher). However, over half of the reference books, films, and filmstrips are non-Canadian. Other materials such as magazines, learning kits, and simulation games are predominantly non-Canadian. Over half the unpublished material used is teacher-produced. High use of outside resource personnel indicates the value of such experiences as perceived by the teachers; however, only 13 percent provided an increase in Canadian awareness. Two-thirds of the field-trip activities related to learning about Canada. (AV)

ED 130 946 SO 009 524

Cassidy, Philippe

Canadian Content Survey: Junior High Panel. Research Report.

North York Board of Education, Willowdale (Ontario).

Pub Date Jun 74

Note—66p.; For related documents, see SO 009 523 and 525

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Comparative Analysis, *Curriculum, *Data Analysis, *Educational Resources, Elementary Secondary Education, Field Trips, Films, Filmstrips, Junior High Schools, Learning Activities, Questionnaires, Resource Materials, *School Surveys, Supplementary Reading Materials, Teacher Developed Materials, Textbooks

Identifiers—*Canada

Survey results summarize junior-high-school use of Canadian and non-Canadian oriented materials, resources, and activities in the borough of North York, Ontario. A questionnaire completed by 187 teachers inquired about use of textbooks and unpublished material, resource people, and field trips. Focus on Canadian culture was identified whenever it was appropriate. Data tables show responses by the following areas: English, mathematics, science, modern languages, music, commerce, home economics/shop, fine arts, physical education, geography, history, and resource librarians. Responses show that almost three-quarters of all textbooks used are Canadian and that about half the nontexts and reference books used are Canadian. Almost two-thirds of the films used are Canadian. In science and music, all filmstrips used are non-Canadian. Although half of the respondents indicate they do not use unpublished material to a significant degree, over half of those who do, make use of teacher-produced materials. During 1973-74, very few resource people were consulted as compared to the number used by elementary teachers. Eleven percent of the junior-high resource people provided an increase in Canadian awareness. (AV)

ED 130 947 SO 009 525

Cassidy, Philippe

Canadian Content Survey: Secondary Panel. Research Report.

North York Board of Education, Willowdale (Ontario).

Pub Date Jun 74

Note—69p.; For related documents, see SO 009 523 and 524

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Comparative Analysis, *Curriculum, *Data Analysis, *Educational Resources, Field Trips, Films, Filmstrips, Learning Activities, Questionnaires, Resource Materials, *School Surveys, Secondary Education, Senior High Schools, Supplementary Reading Materials, Teacher Developed Materials, Textbooks

Identifiers—*Canada

Survey results summarize secondary-school use of Canadian and non-Canadian oriented materials, resources, and activities in the borough of North York, Ontario. A questionnaire completed by 188 teachers inquired about use of textbooks and unpublished material, resource people, and field trips. Focus on Canadian culture was identified whenever it was appropriate. Data tables show responses by the following areas: English, mathematics, science, modern languages, music, commerce, home economics/shop, fine arts, physical education, geography, history/social science, resource librarians, and guidance personnel and classics teachers. Responses show that almost three-quarters of the textbooks used are Canadian, a similar proportion to elementary and junior-high use. Half of the nontexts and reference books used are non-Canadian in origin. These include films, filmstrips, slide sets, magazines, learning kits, and simulation games. Three out of five teachers who reported use of unpublished material indicated it is teacher-produced. Resource people were used about as frequently as in junior-high school, but less than at the elementary level. However, a much larger percentage of the secondary-level resource people provided an increase in Canadian awareness than did the resource people at the elementary and junior-high levels. (AV)

ED 130 948 SO 009 526

Nance, Elizabeth

Great Issues in American History: A Compilation of Primary Sources Related to Issues That Have Occupied the Attention of the American People from Colonial Days to the Present. Oregon ASCD Curriculum Bulletin, Vol. 30, No. 333.

Oregon Association for Supervision and Curriculum Development, Salem.

Pub Date Oct 76

Note—149p.

Available from—Oregon ASCD Curriculum Bulletin, P.O. Box 421, Salem, Oregon 97308 (\$4.75 paper cover)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Bibliographies, Civil Rights, Civil War (United States), Colonial History (United States), Immigrants, Imperialism, Industrialization, Information Sources, *Primary Sources, Reconstruction Era, Revolutionary War (United States), Secondary Education, Slavery, Social Change, *United States History

This publication is a compilation of primary source materials related to issues that have occupied the attention of the American people from colonial days to the present. It is intended for use at the secondary level. A prologue contains creation stories and poems on the origins of the world and man. Documentation of the primary sources is provided. Five chapters treat specific time periods in U.S. history. The time periods covered include the European Colonization of North America, 1492-1700; Founding the New Nation, 1770-1800; Establishing the New Nation, 1800-1865; Reconstruction, Industrialism, and Imperialism, 1865-1912; and International Involvement, Social Change, and Liberation, 1912-1976. Each chapter presents a brief introduction, identifies five or six issues, and concludes with a bibliography of the sources of the primary materials. A general reading list concludes the publication. (Author/RM)

ED 130 949 95 SO 009 528

Vickers, Carole A.

A Guide to Free and Inexpensive Consumer Education Resources.

Marshall Univ., Huntington, W. Va. Dept. of Home Economics.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—330p.

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—Adult Education, Audiovisual Aids, *Bibliographies, *Consumer Education, Curriculum Guides, Elementary Secondary Education, Energy Conservation, Foods Instruction, Games, *Health Education, *Home Management, Money Management, Multimedia Instruction, Programmed Instruction, Purchasing, *Resource Guides, Resource Units, Simulation, Unit Plan

This guide contains sources of free or inexpensive consumer-education materials for use in schools or for adults. Specific contents include an annotated bibliography of 149 lists of publications dealing with consumer education materials; 77 articles in periodicals published in the 1970s; 53 audiovisuals or multimedia kits; 145 books about consumer affairs and consumer education; 46 curriculum guides; 13 games and simulations; 26 programmed instruction units; and 45 teaching units, lesson plans, and modules. The 20 subject categories are clothing and soft goods; consumer and community; education; credit; consumer in the economy; energy conservation; food; furniture, appliances, equipment; health; housing; information, organization, education; insurance; investment and savings; leisure; consumer in the market; money and banking; money management; consumer protection; services; and transportation. The variety of materials ranges from booklets instructing home owners on how to design and arrange a space age kitchen to games for high school students which teach the dangers of drug abuse. Resources are listed both by type of resource and by subject matter content. Each listing contains information about title, type of publication, pages, date, cost, reading level, annotation, and publisher. Addresses of publishers are listed at the beginning of the guide. (AV)

ED 130 950 SO 009 529

Humanistic Studies, Academic and Cultural Enrichment Project: Title III Public Schools of the District of Columbia. Evaluation, Final Report, 1975-76.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date 76

Contract—0570-AA-NS-N-6-GA

Note—99p.; For related documents, see SO 009 530 and ED 110 367; Appendices C and D may reproduce poorly due to marginal legibility

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Art Education, Course Descriptions, Educational Improvement, Formative Evaluation, History, *Humanistic Education, *Humanities Instruction, *Interdisciplinary Approach, Literature, Music Education, Program Descriptions, *Program Effectiveness, *Program Evaluation, Secondary Education, Senior High Schools, Social Studies, *Summative Evaluation, Tables (Data), Tests

This is the final evaluation report of a senior high school Humanistic Studies Program. This ongoing program was begun in the 1972-73 school year at Woodson Senior High School, Washington, D.C., to provide interdisciplinary academic and cultural experiences to students in grades 10-12 in art, music, literature, social studies, and history. The first half of the evaluation report identifies the program objectives, describes program operations and performance, and analyzes the performance of participating students within each program area as evidenced by test results on standardized and nonstandardized tests. Results show that the program improved student reading and writing skills to a greater extent than other classes. Students also gained a greater ability to analyze and verbalize problems and issues in a logical, consistent frame of thought. Student test results also show marked improvements in academic achievement. The appendices, which comprise half of the report, contain the test instruments used in the evaluation and data results of the evaluation. (Author/RM)

ED 130 951 SO 009 530

Lawton, Cleopatra And Others

The World Is Your Museum: Title III Project of the District of Columbia Public Schools. Evaluation, Final Report, 1975-76.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date Jul 76

Contract—0570-AA-NS-N-6-GA

Note—119p.; For related document, see ED 110 367

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Art Activities, Art Appreciation, *Art Education, Art Expression, Audiovisual Programs, Community Resources, *Educational Programs, Elementary Education, *Museums, Program Descriptions, *Program Effectiveness, Program Evaluation, *Summative Evaluation Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, World Is Your Museum Project

This publication reports on the effectiveness of The World Is Your Museum Project in developing and implementing an art education model for elementary school children in the District of Columbia. Over the past three years, approximately 44 teachers and more than 1,000 students have made field trips into their community, visited museums, been involved in creative art projects, and used project-developed learning packages containing art and museum-related films, tapes, and teacher guides. This evaluation report provides information on two basic questions: (1) did the project accomplish its respective program objectives, and (2) how were the respective objectives accomplished? Six instruments were designed to collect information from students, parents, teachers, administrators, museum educators, and the project director. Evaluation findings show that 55% of participating students want to take part in the program next year; parents observe more interest in art on the part of their children as well as improved attitudes toward school and museums; students show an improvement in verbal, writing, and affective self-development skills; and the learning packages developed have been received well by both students and teachers. Appendices include a description of the program, including the kits and media developed and the evaluation instruments. (Author/RM)

ED 130 952 SO 009 531

Tietenberg, T. H.

Is Teaching the Best Way to Learn? Comments.

Pub Date Sep 76

Note—6p.; Paper presented at national convention of Allied Social Science Associations (Atlantic City, New Jersey, September 16-18, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Comparative Analysis, *Course Content, *Economic Education, Educational Research, Higher Education, Persuasive Discourse, *Proctoring, Student Evaluation, *Test Results

Identifiers—CLEP, College Level Examination Program

The author presents critical comments on a paper by John Siegfried, in which Siegfried reports on a controlled experiment to determine whether the educational experience of being a proctor is sufficiently valuable to justify awarding academic credit. Siegfried argues that a semester of proctoring teaches a student more than a one-semester, upper-level economics course and that credit should be given. Tietenberg disagrees. When two groups of students, comprised of proctors and students in an upper-level course, were given the College Level Examination Program (CLEP), the proctors scored highest. However, Tietenberg claims, the proctors had been exposed to an introductory course which the CLEP content focuses on, while students in upper-level courses dealt in-depth with specific areas of economics which the CLEP is not designed to measure. The educational outputs of the two types of courses are different, and it is difficult for a single instrument to adequately measure the outputs on a one-dimensional scale. In terms of costs and benefits of proctoring, Tietenberg notes that proctoring takes more of a student's time than taking an upper-level elective. His research shows self-pacing effects and workload effects from increased time requirements on Personalized System of Instruction (PSI) students. (AV)

ED 130 953 SO 009 532

Wentworth, Donald R. Hansen, W. Lee

Perspectives on Economic Education: A Report on Conference Proceedings.

Joint Council on Economic Education, New York, N.Y.; National Council for the Social Studies, Washington, D.C.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Sep 76

Note—34p.; Proceedings of the National Conference on Needed Research and Development in Precollege Economic Education (New Orleans, Louisiana, February 12-14, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Business Education, Class Activities, Conference Reports, Consumer Education, *Curriculum Development, Data Analysis, Economic Change, *Economic Education, Economic Factors, *Economics, Educational Finance, *Educational Needs, Elementary Secondary Education, Information Dissemination, Meetings, *Research Needs, Skill Development, Teacher Education

Presented are a synthesis and analysis of proceedings from the conference which reassessed precollege needs in economic education. Two major questions addressed by the group are identified. First, is there sufficient research information to guide precollege economic education development? If not, what areas should be investigated more completely? Second, are there adequate curriculum materials? If not, what type should be developed? The general conclusion of the conference was that precollege economic education would benefit from increased research and development of a coordinated nature. The following six recommendations were made: (1) an operational definition of economic literacy must be developed; (2) a number of new instruments must be created at all grade levels to test the level of student understanding of and attitudes toward economics; (3) research is needed on why people do or do not wish to learn economics; (4) a more extensive program of materials development should be initiated; (5) teacher inservice programs must be continued and improved; and (6) the services of the Joint Council on Economic Education should be fully utilized. (Author/DB)

ED 130 954 SO 009 533

Kourilsky, Marilyn

The Kinder-Economy: A Case Study of Kindergarten Pupils' Acquisition of Economic Concepts.

Pub Date Sep 76

Note—25p.; Paper presented at national convention of Allied Social Science Associations (Atlantic City, New Jersey, September 16-18, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Case Studies (Education), Comparative Analysis, Concept Formation, *Con-

cept Teaching, Data Analysis, Early Childhood Education, *Economic Education, Economics, *Educational Research, Elementary Secondary Education, *Instructional Innovation, *Learning Experience, Primary Education, Simulation, Statistical Analysis, *Teaching Methods

The Kinder-Economy, a teacher-guided program which introduces basic economic concepts to primary children through an action/simulation/participation program, is discussed. The experimental program is based on the belief that young children can identify and comprehend economic concepts and apply them to real situations in their own milieu. Throughout one semester, the teacher follows a sequence of experience, debriefing, and reinforcement in teaching nine decision-making and analytical concepts: scarcity, cost-benefit analysis, production, specialization, consumption, distribution, exchange, market survey, and present versus deferred gratification. Methods and results of a study are described in which four questions were explored: (1) does instructional intervention or increased maturity over time promote a child's success in economic decision making and analysis; (2) to what extent does instructional intervention allow children to master concepts that they are considered too young to learn; (3) what types of school, home, and personality variables predict success in economic understanding; and (4) what are parents' attitudes toward primary-level economic education. Results showed that instructional intervention and positive parent attitude help children master economics. (AV)

ED 130 955 SO 009 535

Maciver, Luis Fyfe, Thomas W.

A Study of Non-Intellectual Factors Affecting Pupils' 0-Grade Performance.

Dundee Univ. (Scotland).

Pub Date 74

Note—88p.; Prepared by the College of Education

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Ability Identification, *Academic Achievement, Data Analysis, *Educational Research, Evaluation, Failure Factors, Foreign Countries, Goal Orientation, High Achievers, Low Achievement Factors, Low Achievers, *Performance Factors, Secondary Education, Statistical Analysis, Student Characteristics, Student Evaluation, Success Factors, Surveys, Tables (Data)

Identifiers—*Scotland

The relationship of nonintellectual factors to academic achievement in 58 Scottish high schools is examined. The main purpose of the study was to identify those features of student backgrounds which have a bearing on academic achievement. Factors studied include socioeconomic class, pupil and parental aspirations and attitudes, staffing and type of school, home characteristics, parental support, and pupil variables. The method used was to survey a cross section of 5,200 Scottish secondary school students, their parents, teachers, and school administrators. Researchers evaluated the confidential questionnaires and found that parental attitudes, student aspirations, and student abilities are more important than social class in determining academic achievement. Among the nine conclusions based on research results are that (1) the "experience of teachers" factor did not produce a consistent pattern; (2) teachers' forecasts and allocation to specific courses of study are of high predictive significance; and (3) students taught by a small number of teachers are likely to be high academic achievers. (Author/DB)

ED 130 956 SO 009 536

Cullen, Francis T. Sreberny, Annabelle

Labeling and the Socialization to Deviancy in Schools: Notes on Labeling Theory and the Self-Fulfilling Prophecy.

Pub Date Apr 76

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976); Not available in hard copy due to poor legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Science Research, Behavior Change, Behavior Patterns, *Behavior Theories, Classification, *Delinquent Behavior, Educational History, Educational Psychology, *Educational Research, Elementary Secondary

Education, *Labeling (of Persons), Literature Reviews, Reactive Behavior, Socialization, *Student Behavior

The labeling theory of deviance is used as a basis from which to comment on the dynamics of the labeling process in schools in general. Several research studies have demonstrated the self-fulfilling prophecy of labeling techniques. Four types of behavior can be distinguished: behavior that breaks a rule and is labeled as deviant; behavior that does not break a rule and is not labeled as deviant; behavior that does not break a rule but is labeled as having done so; and behavior that breaks a rule but is not labeled as deviant. IQ tests, personality tests, and categories such as "slow learner" and "hyperactive" are seen to be guilty of attaching stigmatic labels and, in some cases, mislabeling altogether. The effects of being labeled appear to encourage behavior conforming to the label; the individual is treated by others as being deviant and, consequently, identifies with the traits inherent in the deviance. Analysis is made of the active/passive role of the student in the labeling process and of the conditions under which and processes through which students are stabilized in deviant careers. (Author/AV)

ED 130 957 SO 009 537

McTeer, J. Hugh And Others

A Study of Differences of Views of Students, Parents, Teachers, and Administrators on Selected Teaching Objectives.

Pub Date [76]

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Attitudes, *Attitudes, *Comparative Analysis, Data Analysis, *Educational Objectives, *Educational Research, Parent Attitudes, Research Problems, Secondary Education, *Social Studies, Student Attitudes, Teacher Attitudes

This study investigates the level of agreement among four groups—students, parents, teachers, and administrators—in reference to a particular set of school objectives: the teaching of social studies in secondary schools. Twelve objectives for social studies teaching were given to the four groups for rank ordering on a five-point scale of importance. A comparison of the rankings shows that students tend to rate all objectives except environmental studies lower than the other groups and that students tend to take extreme stands (highest or lowest rating among the four groups) on objectives. In general, the study shows that students and teachers tend to disagree on their ratings and that administrators tend to align themselves with the view of teachers while parents generally agree with students. The picture is one of polarization between school personnel and those who benefit from the school program. This contrast may be a partial explanation for conflict between the school and those whom it seeks to serve, and may also provide a reason for parental discontent. Further research should be directed toward verification of these findings and to resolution of the differences among the four populations represented in the study. (Author/AV)

ED 130 958 SO 009 538

A Museum for Children. Final Report, 1973-1976.

Office of Child Development (DHEW), Washington, D.C.

Pub Date 76

Grant—OCD-90-C-85

Note—10p.; Not available in hard copy due to poor reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Child Development, Community Involvement, Cross Cultural Studies, Early Childhood Education, *Educational Programs, Elementary Education, Exhibits, *Learning Activities, *Museums, Outreach Programs, *Program Descriptions, *Program Evaluation, Realia, Science Activities, Teacher Education, Technology

Identifiers—*Colorado

This is a general evaluation and description of a museum for children ages two through 12 that was begun by a group of citizens in Denver, Colorado. The evaluation shows that the museum is serving the community successfully and has met its broad goal of giving children an opportunity to develop positive self-concepts and to grow

cognitively through manipulation of a responsive environment. The museum has developed high involvement activities that need low supervision. The activities have been most successful with children ages three through eight. In an ethnic kitchen children learn to measure ingredients, churn butter, and use similar ingredients to produce a variety of breads from different cultures. They are involved in role play and language development through the use of hand puppets and a grandmother's attic exhibit. Other exhibits include a stream table, where children build terraces and dams, and a wildlife exhibit of stuffed animals, which allows the children to touch and feel the animals that live in Colorado. Children play games on a computer terminal, look at familiar objects with microscopes, and "see their voice" with oscilloscopes. The museum schedules time for Denver public school students to visit the exhibits and, through its outreach program, places exhibits in places such as Day Care and Head Start centers for a week or two at a time. The museum serves as a training facility for people interested in pursuing child development as a career by working with education departments of nearby universities and with high school students. It also offers parenting workshops. (Author/RM)

ED 130 959 SO 009 539

Saunders, Phillip

Experimental Course Development in Introductory Economics at Indiana University. The Journal of Economic Education, Special Issue No. 4, Fall 1975.

Joint Council on Economic Education, New York, N.Y.

Spons Agency—Alfred P. Sloan Foundation, New York, N.Y.; American Bankers Association, Washington, D.C.

Pub Date 75

Note—131p.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Consumer Education, *Course Descriptions, Course Evaluation, *Curriculum Development, *Economic Education, Economics, *Educational Innovation, Educational Interest, Educational Objectives, Educational Research, Higher Education, Measurement, *Program Descriptions, Statistical Analysis, Student Evaluation, Tables (Data), Teaching Techniques, Trend Analysis

A two part experimental introductory college economics course is described. Data on the combination macroeconomics and microeconomics course have been collected over eight consecutive terms and are presented in nine chapters. Chapter I describes course goals as stimulation of student interest, teaching a few basic economic principles, helping students develop processes of orderly problem solving, and teaching students to evaluate qualitative and quantitative evidence. Chapter II presents catalogue descriptions of each course section and lists 17 course emphases, including urban economic problems, government and the economy, poverty and discrimination, and "Nixonomics." Chapter III discusses SAT scores, enrollment trends, majors, and student characteristics. Chapter IV describes course and instructor evaluation questionnaires. Chapter V explains the questions in the final exam "bank" and relates exam results. Chapter VI discusses the relation between instructor ratings and student performance on final exams. Chapter VII stresses the importance of practical teaching experience for graduate instructors. Chapter VIII discusses ways of attaining course objectives. Chapter IX presents concluding comments and outlines plans for a graduate seminar and student workbook. The bulk of the report contains appendices relating to course syllabi and homework problems and statistical tables of course enrollment, evaluation, exam scores, and student profiles. (Author/DB)

ED 130 960 SO 009 540

Kenski, Henry C. Kenski, Margaret C.

Teaching African Politics at American Colleges and Universities: A Survey.

Pub Date May 75

Note—22p.; Paper presented at the annual meeting of the Western Social Science Association (Denver, Colorado, May 1-3, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Area Studies, Course Content, Developing Nations, Educational Research, Enrollment Trends, Fiction, Foreign Countries, Higher Education, *Political Science, *Politics, Reading Assignments, *Surveys, Teaching Techniques, Textbooks, Theories

Identifiers—*Africa

Political scientists who teach African politics courses at U.S. colleges and universities were surveyed in 1973 to (1) discover successful teaching techniques, approaches, and texts; (2) determine the popularity of courses in African politics; and (3) collect data on the status of African politics as a research area. A questionnaire was mailed to 289 scholars and course instructors who responded to questions relating to the teaching and researching of African politics. Findings show that most respondents had conducted research and felt most familiar with Anglo-speaking countries. In regard to texts, the most popular work on African politics is "Creating Political Order: The Party-States of West Africa" by Zolberg, but a list of "great books" cannot be determined. Almond and Powell, Apter, and Huntington were named for contributing approaches to political development that are useful in planning courses, but it was emphasized that no one approach is sufficient. The teaching technique mentioned most frequently was fiction reading assignments, and Achebe's novels compete with scholarly works as assignments. Finally, enrollment in African politics courses is declining, possibly due to socioeconomic interests of students in other areas. (ND)

ED 130 961

SO 009 541

Kenski, Henry C.

Teaching Political Parties in American Colleges and Universities: A Survey.

Pub Date May 75

Note—17p.; Paper presented at the annual meeting of the Western Social Science Association (Denver, Colorado, May 1-3, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Students, Data Analysis, Democracy, *Educational Research, Government (Administrative Body), Higher Education, *Political Science, *Politics, *Student Attitudes, *Surveys, Teaching Techniques, Textbooks

Survey results are reported about teaching political parties in American colleges and universities. The purpose of the survey was to collect and disseminate information about techniques used in teaching political parties, books assigned most frequently to students, works viewed as most important in the field, and current level of student interest in American political parties. Information obtained from 368 faculty shows that classroom methodology is fairly traditional and relies heavily upon the lecture or Socratic lecture method. Student discussion panels, formalized class debate, simulations, audiovisual materials, works of fiction, and Socratic lecture were reported to be effective by almost 75 percent of the respondents. Three works by V. O. Key were selected among the ten most important works in the field, while Frank Sorauf's "Party Politics in America" was an overwhelming choice for use in the classroom. Survey data indicate that student enrollment and interest in the political parties area are increasing despite the general political malaise of that age group and the mediocre performance of the economy. (Author/AV)

ED 130 962

SO 009 545

Overly, Norman V., Ed. Kimpston, Richard D., Ed.

Global Studies: Problems and Promises for Elementary Teachers.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 76

Note—82p.

Available from—Association for Supervision and Curriculum Development, 1701 K Street NW, Suite 1100, Washington, D.C. 20006 (order stock no. 611-760-86, \$4.50 paper cover)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Classroom Materials, Cultural Awareness, Curriculum Design, *Curriculum Development, Educational Improvement, Educational Objectives, Elementary Education, *Elementary School Curriculum, Environmental Education, *Global Approach, Instructional Materials, International Education, Natural

Resources, Population Education, *Resource Materials, Social Studies, Teacher Education, World Affairs, *World Problems

This publication identifies rationale, content, and materials for teaching about world problems in the elementary school. Intended predominantly for use by classroom teachers and supervisors, the publication is also a useful resource for teacher training. It contains four chapters. Chapter I, A Perspective on Global Studies, reviews the historical precedent of global education, focuses on the individual in world affairs, and explains why global studies belongs in the elementary curriculum. Chapter II, An Approach to Global Studies: Balancing Problems and Promises, suggests organizing themes for teaching international affairs with an integrated approach. In this section selected problems such as food crisis and hunger, war and conflict, and pollution are described. Chapter III, Who's In Charge—How to Proceed, explains how to develop and implement a global studies curriculum and how to assess curriculum materials. Chapter IV, Resources for Teachers, suggests background materials on population, resource shortages, food crises, environmental pollution, war, conflict and nuclear proliferation, income disparity and poverty, urbanization and urban deterioration. Of the background resources listed, 49 are briefly annotated and 35 are indexed but not annotated. A list of films and a directory of project supporters are included in the document. (Author/DB)

ED 130 963

SO 009 546

Dynneson, Thomas L.

Social Studies: Issues and Methods.

Texas Univ. of the Permian Basin, Odessa.

Pub Date Sep 76

Note—105p.

Available from—Bookstore, University of Texas Permian Basin, Odessa, Texas 79762 (\$3.75 softbound)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Behavioral Objectives, Civics, Class Activities, Curriculum Planning, Elementary Secondary Education, Higher Education, Inquiry Training, Instructional Improvement, Instructional Materials, Manuals, Methods Courses, Skill Development, *Social Sciences, *Social Studies, Social Studies Units, *Teacher Education, Teacher Education Curriculum, *Teaching Methods, *Teaching Techniques, Values, Workbooks

This competency based workbook in social studies education provides information on developing teaching strategies and instructional materials. Designed for undergraduate students in social studies, student teachers, and methods instructors, it serves as a source of assignments for students, a guide in testing student competencies in social studies education, and a guide for self-paced instruction. Specific instructional strategies include planning sheets, schematic designs for lesson plans, student contract forms, exercises in questioning techniques, and guidelines for curriculum analysis. The author specifies ten teacher competencies, which are presented as chapters and subdivided into activities, skills, and issues. Chapters one through ten identify eight areas of professional concern; present guidelines for planning instruction; organizing the classroom, and writing behavioral objectives; identify seven basic student skills; explain how debates, panels, socio-dramas and other group activities are conducted; discuss directing student research; relate social studies to citizenship education; identify and discuss eight major social studies disciplines; provide information on curriculum skills and evaluation; and discuss values lessons and inquiry skills. (Author/DB)

ED 130 964

SO 009 551

Andrews, Carol L.

Bicentennial Awareness through Social Studies and Related Careers. Publication No. 40.

New Jersey State Dept. of Education, Trenton.

Div. of Vocational Education.

Pub Date Oct 75

Note—151p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Bibliographies, *Career Awareness, Class Activities, *Colonial History (United States), Curriculum Guides, *Disadvantaged Youth, Educationally Disadvantaged, Elementary Secondary Education, Field Trips, *Learning Activities, Museums, Occupations, Production Techniques, Skills, Slow Learners, *Social

Studies, *Student Projects, Teaching Guides, United States History

Identifiers—Bicentennial

A curriculum for use with disadvantaged students in grades 5-8 provides a variety of "hands-on" experiences through which students can explore the world of work as it existed during the Colonial period. Activities relate to food, clothing, communication, and tool production. They use a range of skills and abilities and can be performed on an individual basis, in groups, or as class projects. The first three chapters suggest activities to clarify the meaning of "bicentennial" and America's Bicentennial; review events of the Colonial period and the historical years, 1770-1782; and provide field trips to museums holding Colonial collections. Four chapters on Colonial occupations contain a total of 24 activities with explicit objectives, lists of materials needed, and directions for each activity. Students make beef jerky, maple syrup, and soap; dye thread; make ink by boiling maple bark; then use a quill to write letters; and fashion corn-cob pipes, cowbells, and candleholders. In order to compare Colonial and modern production methods, students visit textile mills, food processors, and radio stations. Separate bibliographies of children's books and teacher references are provided, as well as a list of 10 films and filmstrips. (AV)

ED 130 965

SO 009 552

Silverster, Elizabeth, Comp.

Canada: A Student's Guide to Bibliographic Resources.

McGill Univ., Montreal (Quebec). McLennan Library.

Pub Date 74

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—American History, *Annotated Bibliographies, *Canadian Literature, Catalogs, Directories, Educational Resources, Government Publications, Indexes (Locators), Resource Guides, *Resource Materials

Identifiers—*Canada

This selected, annotated bibliography covers general Canadian resource materials. The bibliography is divided into two parts. Part one is a national bibliography of materials about Canada in general which includes guides to bibliographies, retrospective (history) materials, current materials, newspaper and periodical directories and catalogs, periodical indexes, and government documents. Part two contains materials about individual provinces, particularly the Atlantic provinces, Quebec and French Canada, Ontario, the prairie provinces, British Columbia, and the Yukon and northwest territories. In each section, entries are listed alphabetically by author. (ND)

ED 130 966

SO 009 553

Rider, Lillian, Comp.

Canadian Manuscripts and Archives: A Student's Guide to Reference Sources.

McGill Univ., Montreal (Quebec). McLennan Library.

Pub Date 75

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—American History, *Annotated Bibliographies, Annual Reports, *Archives, Bibliographies, *Canadian Literature, Directories, Libraries, Museums, Organizations (Groups), Resource Guides, *Resource Materials

Identifiers—*Canada

This annotated bibliography provides assistance to researchers in locating manuscripts and archival material on Canadian subjects. Two main sections comprise this guide. The first section lists bibliographies of manuscript and archival collections, annual reports of government archives, and union lists of manuscripts. The bibliographies determine that particular items exist at certain locations and they indicate the subject matter or nature of the collections. Part two contains directories of archives, museums and historical societies, and libraries. Directories indicate potential location of materials such as a special subject location in a library or the existence of an archive. Within each section, materials are listed alphabetically by author or source. (ND)

ED 130 967

SO 009 554

Desautels, Almuth, Comp.

Archaeology: A Student's Guide to Reference Sources.

McGill Univ., Montreal (Quebec). McLennan Library.

Pub Date 75

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, *Archaeology, Atlases, Bibliographies, Biographies, Directories, Encyclopedias, *Foreign Countries, Manuals, Museums, Periodicals, Resource Guides, *Resource Materials, Surveys

This bibliography lists reference sources for research in archaeology. It is arranged in sections by type of reference source with subsections for general works and works covering specific areas. Categorized are handbooks; directories, biographies, and museums; encyclopedias; dictionaries; atlases; guides, manuals, and surveys; bibliographies; and bibliographies of periodicals. Subsections refer to countries or areas such as America, China, France, Germany, Egypt, Greece, The Orient, Rome, Great Britain and Ireland, Mesopotamia, and Russia. All the entries contain annotations which offer information on contents and format of the document. Because some multivolume works that are published over a long period are confusing and difficult to use, special mention of indexes and tables of contents is made. Entries are listed alphabetically by author or source within each section. (Author/ND)

ED 130 968 SO 009 557
Institutes on Ancient and Modern Studies.

Heidelberg Coll., Tiffin, Ohio.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date [76]

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Civil Liberties, Classical Literature, *Community Responsibility, Democracy, Ethics, Higher Education, Human Development, *Humanities, Institutes (Training Programs), Justice, *Philosophy, *Political Science, Social Environment, *Social Problems, *Social Sciences

Readings and ten weeks of discussions at institutes about current societal malaise, problems of growth, implications of growth for freedom and justice, and the "good" society are summarized. College, university, and secondary-school participants represented the humanities, social sciences, and sciences. Focusing on current problems, institute participants examined contemporary issues from a classical standpoint. A central aim of the institutes was to enable participants to recognize the multiplicity of facets of a major issue and their interrelatedness. Also, participants were to become aware of the range of concepts that emerge in dialogue among individuals from diverse fields and that develop in the examination of a contemporary theme on classical premises. The classical premises include the interconnectedness and interdependence of all things, organic growth, equilibrium, man the measure, and the concept of the "good" community. Separate chapters discuss The Greek Perspective, The National Well-Being: Problems and Perspectives, Growth, Freedom, Justice, and Implications. A reading list of 69 books, papers, and articles is included. (Author/AV)

ED 130 969 SO 009 559

Tanner, Eric L., Comp.

Art Appreciation: A Bibliography.

Pub Date 12 Aug 76

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Aesthetic Education, *Annotated Bibliographies, Art, Art Activities, *Art Appreciation, *Art Education, Higher Education, *History, Secondary Education, *Social Studies

This annotated bibliography contains about 50 books dating from 1960 through 1974 that deal mainly with art history. Many of them state the motives and ideas expressed by various artists and the techniques employed in the construction of each work of art. The books can easily be adapted to a social science program or used in an art appreciation unit. Several of the books list activities which can be used in coordinating an art appreciation unit and provide the necessary steps for setting up an art unit. Entries are listed alphabetically by author. (Author/ND)

ED 130 970 SO 009 560
TACT/ESAA Newsletter, Vol. 3, No. 1.

Association of Chinese Teachers, San Francisco, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Sep 76

Note—7p.

Available from—Association of Chinese Teachers, 227 Lake Street, San Francisco, California 94118 (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Asian Americans, Asian Studies, *Chinese Americans, Chinese Culture, Cultural Interrelationships, *Cultural Pluralism, *Curriculum Development, Elementary Secondary Education, Ethnic Stereotypes, Federal Aid, Immigrants, Minority Groups, *Newsletters, Population Distribution, *Social Studies, Teaching Methods, Textbook Bias

This first issue of a bimonthly newsletter that contains articles relevant to teaching about Chinese Americans at the secondary level is announced on a one time basis. The Association of Chinese Teachers (TACT) has received a grant for 1976-77 to develop secondary-level curriculum materials. This publication is one product of that effort. Other products will be sound filmstrips about Chinese Americans; a teacher's guide and an anthology of selected writings by Chinese-American authors; inservice training for teachers; and a public affairs TV program on multicultural education, project activities, and instructional materials. Another grant will enable TACT to develop Chinese-American short stories and to produce curriculum materials for grades 4 through 6 on the Chinese-American experience in the United States. Suggestions are made for teaching about Chinese Americans from their own perspective, not from the Euro-centric viewpoint. A section titled "Facts and Figures about Chinese Americans" explains the origins of Chinese Americans and the pattern of Chinese immigration to the United States from 1857 to 1973. Several maps illustrate the distribution of Chinese Americans in the United States by state. A report on income and occupations shows that Chinese Americans in the job market today are either highly educated professionals or menial workers. (AV)

ED 130 971 SO 009 561

LeJeune, Deirdre Paulston, Roland G.

Education in Social Movements.

Pittsburgh Univ., Pa. International and Development Education Program.

Pub Date Nov 76

Note—230p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Activism, Black Power, *Case Studies, Dissent, Economically Disadvantaged, *Education, Educational Experience, Females, Minority Groups, Organizational Development, Organizational Effectiveness, *Organizations (Groups), Political Attitudes, Social Action, Social Attitudes, *Social Change, Socially Disadvantaged, Student Alienation, Tables (Data)

The contribution of education to social protest movements within the United States and Canada is analyzed. The purpose of the study was to call attention to educational programs which have succeeded in facilitating social change. The method used was evaluation of advantages and limitations of education through case studies of 28 social movements. Research focused on origins of the movement; educational response and rationale; and evaluation of the perceived contributions of education to movement objectives. Results of the 28 case studies indicate that education developed within a movement context increases the capacity for collective action and augments movement opportunity and solidarity. Detailed analyses of a United Farm Workers case study and a Feminist Women's Health Movement case study are presented. Results of these analyses indicate that the key to social movement organization development is increased individual, group, and organizational competence. The authors conclude that development of organizational competencies over time is the most obvious evidence of the influence of educational programs on social protest movement organization. (Author/DB)

ED 130 972 SO 009 568

Final Report of Activities for International Women's Year in the Department of Health, Education, and Welfare.

Department of Health, Education, and Welfare, Washington, D.C. Federal Women's Bureau.

Pub Date Dec 75

Note—64p.; Not available in hard copy due to poor legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Children, Child Welfare, Education, Elementary Secondary Education, *Federal Government, *Females, Financial Support, Government Publications, Health, Legislation, Media Technology, Minority Groups, *Older Adults, *Program Descriptions, Publications, Rehabilitation, *Research, Senior Citizens

Identifiers—International Womens Year

Descriptions are given of mission-oriented or programmatic activities for or of concern to women, ongoing or initiated by the Department of Health, Education and Welfare during International Women's Year. Extensive comments are made about background and progress of programs, research, workshops, and other activities in the following eight categories: aging, child welfare and development, education, health, rehabilitation, women and social security, legislative advances, and departmental programs for women. Some of the 135 activities include funding of volunteer programs of services for the elderly, provision of health services and other aids to mothers and families with dependent children, development of curriculum materials to reduce sex bias in schools, health research on breast and gynecological cancer, awarding of traineeships to women wanting to work in rehabilitation fields, surveys on economic status of older women, and implementation of Title XX of the Social Security Act. Additional projects are listed in special areas such as film/media programs, publications, and special concerns to minority women. (AV)

ED 130 973 SO 009 569

Bransford, Mallory W.

A Teaching and Learning Guide for Organ Instruction.

Pub Date Jul 75

Note—150p.; PhD Dissertation, Walden University; Pages 16, 23-25, and 70-71 of the original document are copyrighted and therefore not available. They have been removed by ERIC

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Adult Education, Churches, Educational Resources, *Evaluation Methods, Fine Arts, Guides, Learning, *Music, *Music Education, Music Techniques, Post Secondary Education, *Skill Development, Teaching Guides

The principles, rules, and directions needed for an introduction to learning the art of organ playing are presented in this guide. It is directed toward the needs of volunteer, part-time organists, such as church organists, who might not have had the opportunity for concentrated study. A series of ministudies is included which enables the teacher and student to evaluate progress promptly, eliminate bad habits, and establish new procedures quickly, in order that specific skills can be developed. The guide stresses absolute accuracy in all technical details and suggests perfecting pedal techniques before combining hands and feet. Various musical styles are explored, ornamental trills are explained, and construction of the organ itself is discussed. If the work is completed under the guidance of a competent teacher, the student should be able to pass the American Guild of Organists examination for the service playing certificate or go on for further study. An appendix lists addresses of 66 American music publishers. A selected bibliography of 36 books and essays is included. (Author/AV)

ED 130 974 SO 009 576

This Union Cause: An Illustrated History of Labor Unions in America. Revised Edition.

International Union, United Automobile, Aerospace and Agricultural Implement Workers of America, Detroit, Mich.

Report No.—UAW-Publ-376

Pub Date Oct 74

Note—33p.

Available from—UAW Purchase and Supply Department, 8000 East Jefferson Avenue, Detroit, Michigan 48214 (Publication No. 376, \$0.20 paperback, \$15.00 per 100)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Education, Economic Disadvantage, Economic Factors, Elementary Secondary Education, Industrial Relations, Labor, Labor Conditions, Labor Economics, *Labor Education, *Laborers, Labor Legislation, *Labor Unions, Minority Groups, Political

Issues, Slavery, *Social History, Social Status, Strikes, *United States History, Work Environment, Working Women

This pamphlet on labor history highlights some of labor's economic and political actions during the past 200 years. The purpose is to provide inspiration and motivation for greater participation in union work. The introduction explains the purpose of unions—to pursue economic independence and social stature for all individuals—for defenseless people, minorities, aged, and youth. The booklet contains short historical descriptions of labor topics, each accompanied by an illustrative picture. Topics include descriptions of colonial indentured servants; early factory conditions; the first strike by Cordwainers; workingmen's political parties; Negro slave labor; the end to slavery after the Civil War; the melting pot; higher education as a union cause; the squalid life of miners; the Haymarket Riot; birth of the AFL; the Pullman strike; working women; the seamen's fight; the Wobblies; steel unions; political friends of organized labor; economic depression of 1930s; formation of CIO; the Reuther brothers; battles between labor and industry; Labor's Magna Charta; collective bargaining; and the slogan "Bread, Freedom, and Peace." An accompanying film and set of posters can be obtained for rent or purchase from the UAW Education Department, 8000 E. Jefferson Ave., Detroit, Michigan 48214. (ND)

ED 130 975

SO 009 577

Lawrence, Francis, Ed.

Eastern European Studies in the Secondary School Curriculum: Report of the Proceedings of a Conference (8th, University of Sussex, England, April 10, 1974). Curriculum Development Series No. 5.

Sussex Univ. (England). Centre for Contemporary European Studies.

Pub Date 74

Note—29p.

Available from—Center for Contemporary European Studies, University of Sussex, Brighton BN1 9RF, England (\$0.70 paper cover)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Area Studies, Comparative Education, *Conference Reports, *Course Descriptions, Cross Cultural Studies, Cultural Education, Curriculum Guides, *Educational Needs, European History, Foreign Countries, Resource Materials, Secondary Education, *Teacher Developed Materials, Teaching Methods

Identifiers—*Europe (East)

Three components of a conference are reviewed to explore how teaching and learning about Eastern Europe might contribute to European Studies in British secondary schools. A series of lectures provided information about contemporary East European societies and broke down preconceptions of Eastern Europe as a monolithic block. Workshop sessions enabled groups of participants with common teaching interests to construct their own outline syllabi and units of course work. In these sessions, participants stressed a need to avoid generalizations about life and work in Eastern Europe, and suggested themes such as "the peasant" by which comparisons could be made across various states. Sample studies were also seen to be instructive. A plenary session allowed working groups to report on the units they had designed. There was agreement on ideas of integrating knowledge and experience of teachers and learners, and disagreement on the use of "topic" approaches and "general sweeps" of information. A workshop objectives section provides five sample units, including course framework, use of resource materials, and student activities. (AV)

ED 130 976

SO 009 578

Fundamentals of the Free Enterprise System, Course Guide.

Texas Education Agency, Austin. Div. of Curriculum Development.

Report No.—Bul-744

Pub Date Jun 75

Note—70p.

Available from—Division of Curriculum Development, Texas Education Agency, 201 East 11th Street, Austin, Texas 78701 (\$1.50 paperback)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Affective Objectives, Capitalism, Cognitive Objectives, Consumer Education, Course Content, *Course Descriptions, Course

Objectives, Democratic Values, *Economic Education, *Economics, Guidelines, *Learning Activities, *Resource Materials, School Community Relationship, Secondary Education, Simulation, Student Attitudes, Teaching Guides

Identifiers—*Free Enterprise

Guidelines are provided for developing a high school course on the fundamentals of the free enterprise system. The course goal is to promote an economically literate citizenry with a positive attitude toward its economic responsibilities. A one-semester course is described in detail, with special comments about the roles of school administrator and classroom teacher. Content includes the rationale for studying the free enterprise system, definitions of an economic system and the American free enterprise system, and management of personal economic affairs. Student objectives, unit outlines, suggested teaching/learning activities, and resources are described for each of six units. Activities include a class discussion with an owner of a small business or members of a local zoning board, classification of community businesses identified in the yellow pages, and role playing a situation in which family members have widely differing opinions on plans to make a major purchase. Listed resource materials include filmstrips, simulation games, and interview data as well as printed materials. The guide concludes with a list of 55 organizations sponsoring materials in free enterprise system education. (AV)

ED 130 977

SO 009 579

Implementing the Utah Social Studies Guide:

Workshop Manual.

Utah State Board of Education, Salt Lake City.

Pub Date 75

Note—34p.; For related documents, see ED 065 383 and SO 009 580

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Concept Formation, *Curriculum Development, Curriculum Guides, Effective Teaching, Elementary Secondary Education, Evaluation, Guidelines, Manuals, Social Sciences, *Social Studies, Social Values, State Curriculum Guides, Teachers, *Unit Plan, Workshops

This workshop manual is intended to help teachers and principals in Utah public schools use and interpret the current state social studies guide (ED 065 383). The purposes of the manual are to develop familiarity with the purposes and procedures of the Utah Social Studies Guide Implementation Project; become conversant with the guide's structure and concepts; be able to use the guide for planning curriculum, instruction, and learning; develop skill to check the quality of units; and extend working relationships among state educators. The manual shows how to use the guide to achieve learning objectives through measures such as stimulating student interests, using effective learning activities, and properly demonstrating content with materials relevant to real life. Structure and color coding of the guide are explained and a sample unit planning exercise is presented. Workshop participants use the guide to facilitate unit development and then evaluate the unit with a checklist included in the manual. Ten major concepts of the guide are identified, and instructions are given for planning each concept into specific units. The concepts are societal values, social science disciplines, expanding horizons, competencies and performances, problem solving, multimedia, varied methodologies, self-fulfillment and involvement, learning how to learn, and unit development. (AV)

ED 130 978

SO 009 580

Social Studies Survey.

Utah State Board of Education, Salt Lake City.

Pub Date 75

Note—19p.; For related documents, see ED 065 383 and SO 009 579

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Attitudes, Comparative Analysis, Curriculum, Data Analysis, *Educational Assessment, Educational Research, Elementary Secondary Education, Individualized Instruction, Learning Experience, Parent Attitudes, Questionnaires, Resources, *Social Studies, Student Attitudes, *Surveys, Teacher Attitudes

Social studies teachers, 12th grade students, and parents of students in junior and senior high school were surveyed about the social studies curriculum in Utah schools in 1975. The goal of the survey was to provide educators with information for planning and evaluation of current and future social studies programs. Questionnaires were administered to randomly-selected respondents, and parents were interviewed as well. Interpretive findings are summarized for 18 question areas concerning textbooks, homework, other reading material, invited guests, community experiences, resource aids, individualized programs, leadership, United Nations, human relations, deciding what is to be taught, parental inclusion, home values, comparing social studies classes, social studies emphasis, whether social studies should be required, rating social studies usefulness, and identifying what social studies classes are doing best and how to improve. Findings show that all groups agree that invited guests and resource aids should be utilized; many teachers and students are unaware as to whether the community is used as a base for social studies learning experiences; teacher opinions prevail in deciding course content; and parents feel most strongly that teaching home values is important. Among recommended improvements are better teaching, individualized instruction, and out-of-classroom learning experiences. (AV)

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ED 130 979

95

SO 009 582

Ethnic Heritage in America, Teacher's Manual: Curriculum Materials in Elementary School Social Studies on Greeks, Jews, Lithuanians, and Ukrainians.

Chicago Consortium for Inter-Ethnic Curriculum Development, Ill.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date 76

Note—40p.; For related documents, see SO 009 583-586

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Cultural Factors, Elementary Education, *Ethnic Groups, Ethnic Origins, Ethnic Relations, *Ethnic Studies, Identification (Psychological), Immigrants, *Instructional Materials, Integrated Curriculum, *Intermediate Grades, Jews, Minority Groups, *Social Studies Units, Teaching Guides, Teaching Techniques

Identifiers—Ethnic Heritage Studies Program, Greeks, Lithuanians, Ukrainians

The teacher's manual accompanies the Ethnic Heritage in America curriculum materials for elementary-level social studies. First, the manual presents a background discussion of the materials. The materials resulted from an ethnic education project based on a course for teachers on Community Policies in Ethnic Education at the University of Illinois at Chicago Circle. One of the main goals of the project was to develop materials in ethnic studies for grades 5-8 that deal with Greeks, Jews, Lithuanians, and Ukrainians. Two main themes selected for the materials are (1) contributions of an ethnic group to American life and (2) the relationship of an ethnic group to its homeland. The materials concentrate on the following five topics: early settlement of America, mass immigration, cultural patterns in Europe and USSR, conflicts within the nation, and challenge of an interdependent world. The ways that the themes in the materials can be integrated into an existing curriculum are listed and matched to one of the five topics of ethnic studies. Finally, two short papers are presented that deal with teaching ethnic studies. They are "Problems in Maintaining Ethnic Group Identity and Cohesion" by Thomas Kochman and "The Name of the Game Is Democracy: Transmitting the Concept of Ethnicity and Cultural Pluralism of American Society in a Classroom Setting." (ND)

ED 130 980

95

SO 009 583

Greeks in America: Contributions to America, Relationship to Homeland, integration into American Life, Retention of Ethnicity in America. Ethnic Heritage in America: Curriculum Materials in Elementary School Social Studies on Greeks, Jews, Lithuanians, and Ukrainians.

Chicago Consortium for Inter-Ethnic Curriculum Development, Ill.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date 76

Note—141p.; For related documents, see SO 009 582-586 ; Illustrations will reproduce poorly due to marginal quality of original

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Colonial History (United States), Cultural Events, Cultural Interrelationships, Cultural Traits, Culture Conflict, Elementary Education, Ethnic Groups, Ethnic Status, *Ethnic Studies, *Ethnocentrism, European History, Global Approach, Humanism, Intermediate Grades, Migration, Religion, *Social Integration, Social Studies, *Social Studies Units, United States History

Identifiers—Ethnic Heritage Studies Program, *Greeks

Part of the Ethnic Heritage in America curriculum materials, this unit is about Greeks in the United States. The first section presents basic facts, such as a map of Greece, map of Eastern Europe, facts about Greece, historical chronology outline, list of Greeks in U.S. history, bibliography about Greeks, Greek publications in the United States, and a list of Greek organizations and information centers in the United States. The next section discusses Greek involvement in early settlement of North America at New Smyrna, Florida, and their traditions of baptism, the Christmas season, and wedding ceremonies. A third section presents information on the Greek migration to the United States and employment of Greeks, as well as their mosaic art, Karagiozi Theater, and folk music. The cultural patterns in Europe and USSR are discussed in the next section in light of some illustrious Greek Americans, some Greeks who contributed to American life, and the Greek historical consciousness. The Greek community organizations and independence day celebration are included in a section about conflicting interests within the United States. The last section focuses on the challenge of an interdependent world, especially emphasizing Greek concerns for human rights and religion. Each section is divided into two parts—one denotes the theme of contributions of Greeks to American life and/or their integration into American life and the second part refers to the relationship of Greek Americans to Greece and/or their retention of ethnicity in the United States. (ND)

ED 130 981 95 SO 009 584

Jews in America: Contributions to America, Relationship to Homeland, Integration into American Life, Retention of Ethnicity in America. Ethnic Heritage in America: Curriculum Materials in Elementary School Social Studies on Greeks, Jews, Lithuanians, and Ukrainians.

Chicago Consortium for Inter-Ethnic Curriculum Development, Ill.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date 76

Note—122p.; For related documents, see SO 009 582-586; Illustrations will reproduce poorly due to marginal quality of original

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Colonial History (United States), Cultural Events, Cultural Interrelationships, Cultural Traits, Culture Conflict, Elementary Education, Ethnic Groups, Ethnic Status, *Ethnic Studies, *Ethnocentrism, European History, Global Approach, Humanism, Intermediate Grades, *Jews, Middle Eastern History, Migration, Religion, *Social Integration, Social Studies, *Social Studies Units, United States History

Identifiers—Ethnic Heritage Studies Program

This ethnic heritage unit is about Jews in the United States. The first section presents basic facts, such as a map of Israel, map of Eastern Europe, facts about Israel, a bibliography about Jews, and a list of Jewish organizations in the United States. The second section discusses early Jewish settlement in North America, Jewish life in the colonies, Jewish holidays, and Jewish traditions of Passover, Bar Mitzvah and Bat Mitzvah, and circumcision. A third section presents background information concerning immigration, the revolutionary war, immigration from Central Europe in the early 19th century, Jews on both sides of the civil war, and Jewish contributions to the American labor movement, as well as the Yiddish theater and newspapers as a bridge between two worlds. Cultural patterns in Europe and USSR are discussed in another section in light of some 20th century Jews who contributed to American life, Jewish historical consciousness, and Theodore Herzl in particular. Another section presents Jewish community organizations,

Yom Ha'atzmaut, and "The Law of Return" as conflicting interests within the United States. The last section focuses on current Jewish concerns for human rights, separation of church and state, religion, higher education in Israel, archaeology in Israel, Jewish education in the United States, and travel to Israel by American Jews. Each section is divided into two parts—one denotes the theme of contributions of Jews to American life and/or their integration into American life and the second part refers to the relationship of Jews to Israel and/or their retention of ethnicity in the United States. (ND)

ED 130 982 95 SO 009 585

Lithuanians in America: Contributions to America, Relationship to Homeland, Integration into American Life, Retention of Ethnicity in America. Ethnic Heritage in America: Curriculum Materials in Elementary School Social Studies on Greeks, Jews, Lithuanians, and Ukrainians.

Chicago Consortium for Inter-Ethnic Curriculum Development, Ill.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date 76

Note—114p.; For related documents, see SO 009 582-586; Illustrations will reproduce poorly due to marginal quality of original

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Colonial History (United States), Cultural Events, Cultural Interrelationships, Cultural Traits, Culture Conflict, Elementary Education, Ethnic Groups, Ethnic Status, *Ethnic Studies, *Ethnocentrism, European History, Global Approach, Humanism, Intermediate Grades, Lithuanian, Migration, Religion, *Social Integration, Social Studies, *Social Studies Units, United States History

Identifiers—Ethnic Heritage Studies Program, *Lithuanians

This ethnic heritage unit is about Lithuanians in the United States. The first section presents basic facts, such as a map of Lithuania, map of Eastern Europe, facts about Lithuania, principal dates in Lithuanian history, Lithuanian historical figures, bibliography about Lithuanians, and a list of Lithuanian organizations in the United States. The second section discusses early Lithuanian settlement in North America and some traditions about Christmas, folk celebrations, and Easter. The third section offers information about Lithuanian immigration to America, Lithuanians in the labor force, and Lithuanian cultural continuities in the United States. Cultural patterns in Europe and the USSR are presented in another section in light of 20th century Lithuanian Americans, Lithuanians in the economics field, and historical consciousness. The next section presents Lithuanian community organizations and the Lithuanian independence day celebration as conflicting interests within the United States. The last section discusses the challenge of an interdependent world by focusing on Lithuanians for a free Lithuania, Simas Kudirka, Lithuanian language, Saturday schools, parish schools, and Lithuanian English-language publications. Each section is divided into two parts—one denotes the theme of contributions of Lithuanians to American life and/or their integration into American life and the second part refers to the relationship of Lithuanians to Lithuania and/or their retention of ethnicity in the United States. (ND)

ED 130 983 95 SO 009 586

Ukrainians in America: Contributions to America, Relationship to Homeland, Integration into American Life, Retention of Ethnicity in America. Ethnic Heritage in America: Curriculum Materials in Elementary School Social Studies on Greeks, Jews, Lithuanians, and Ukrainians.

Chicago Consortium for Inter-Ethnic Curriculum Development, Ill.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date 76

Note—130p.; For related documents, see SO 009 582-585; Illustrations will reproduce poorly due to marginal quality of original

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Colonial History (United States), Cultural Events, Cultural Interrelationships, Cultural Traits, Culture Conflict, Elementary Education, Ethnic Groups, Ethnic Status, *Ethnic Studies, *Ethnocentrism, European

History, Global Approach, Humanism, Intermediate Grades, Migration, Religion, *Social Integration, Social Studies, *Social Studies Units, Ukrainian, United States History

Identifiers—Ethnic Heritage Studies Program, *Ukrainians

This ethnic heritage unit is about Ukrainians in the United States. The first section presents basic facts, such as a map of Ukraine, map of Eastern Europe, facts about Ukraine, principal dates in Ukrainian history, ten outstanding figures in modern Ukrainian history, milestones of Ukrainian communities in the United States, bibliography about Ukrainians, and a resource guide of community organizations in the United States. The second section discusses early Ukrainian settlement in North America, religious feasts, and celebration of family occasions. The third section presents Ukrainian immigration, musical instruments, easter eggs, Pysanka, and Christmas puppet theater "Vertep." Cultural patterns in Europe and USSR are presented in the next section in light of the Ukrainian-American artist named Archipenko, two adventurers from Ukraine, historical consciousness, aspirations to freedom, and the modern and united Ukraine. The following section presents conflicting interests within the United States such as community organizations and the Ukrainian independence day celebration. The last section focuses on challenges of an interdependent world for Ukrainians that involve concern for human rights, religion, language, cultural activity, visiting Ukraine, and taking vacations. Each section is divided into two parts—one denotes the theme of contributions of Ukrainians to American life and/or their integration into American life and the second part refers to the relationship of Ukrainian Americans to Ukraine and/or their retention of ethnicity in the United States. (ND)

ED 130 984 SO 009 587

Isser, Natalie

Asian Americans: Then, Now, and Tomorrow.

Pub Date Jul 76

Note—15p.; Paper presented at World Educators Conference on Multicultural Education (Honolulu, Hawaii, July 1976); For a related document, see SO 009 588; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Acculturation, *Asian Americans, Chinese Americans, Curriculum, Discriminatory Attitudes (Social), Discriminatory Legislation, Elementary Secondary Education, Ethnic Groups, *Ethnic Stereotypes, Ethnocentrism, Immigrants, Japanese Americans, Mass Media, School Role, *Social Discrimination, Social Mobility, Stereotypes, *Textbook Bias, Textbook Content, *United States History

This paper documents American discrimination against Chinese and Japanese groups from the 1850s through the 1940s. Social prejudice against these groups began in the late 19th century when the demand for Chinese labor in California lessened but the immigrants remained and were seen as a threat to American laborers. Japanese immigrants who were successful in small farming were seen to be a source of economic competition. Segregation in schools and legal abuse of Asians ensued. Press statements and other media contributed to prevailing stereotypes. American-born children of Asian parents suffered double problems of racism and acculturation. The publishing industry conformed to local prejudices in order to sell textbooks; thus, American public education did not help to correct misinformation. Many readers and teacher's manuals omitted the existence of other cultures in the United States, Europe, and Asia. Anglo-American values were stressed. History books skimmed Japanese and Chinese history and avoided the topic of immigration. Geography texts gave inaccurate descriptions of China and were more favorable toward, but patronized, Japan. This narrow, ethnocentric approach prevailed in curricula used until the 1940s. (AV)

ED 130 985 SO 009 588

Schwartz, Lita L.

Asian Americans: Now.

Pub Date 12 Jul 76

Note—11p.; Paper presented at World Educators Conference on Multicultural Education (Honolulu, Hawaii, July 1976); For a related document, see SO 009 587

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Asian Americans, Bilingual Education, Chinese Americans, Cultural Pluralism, *Curriculum, *Discriminatory Attitudes (Social), *Educational Problems, Elementary Secondary Education, Ethnic Groups, Ethnocentrism, Japanese Americans, Needs Assessment, School Role, Stereotypes, Surveys, Textbook Bias, Textbook Content, *Textbook Evaluation

This paper reviews the current status of Asian Americans in the U.S. schools from perspectives of textbook content and teaching methods. The author points out that findings of a survey of the 1950s and early 1960s textbooks reveal limited inclusion of references to anything Asian. This lack of interest can be seen, also, in American society, as represented by current difficulties of assimilating Vietnamese refugees into schools and community life. In terms of schools, there are some positive developments: little overt discrimination, bilingual instruction, and increasing recognition of cultural differences in general. Negative points include continued omission of Asian references in texts and curriculum; continued ethnocentrism and evaluation by Western standards; need for teacher education to include Asians; and overemphasis on blacks and Spanish-speaking groups to the exclusion of other minorities. The urgency of integrating multicultural studies into the elementary curriculum is confirmed by research showing that children's attitudes toward other nations and peoples stabilize by grade 8. Ideas are offered for developing multicultural curricula. (Author/AV)

ED 130 986 SO 009 599

Friedman, Barbara, Ed. And Others
Women's Work and Women's Studies, 1973-1974: A Bibliography.

Columbia Univ., New York, N.Y., Barnard Coll.
Pub Date 75
Note—381p.; For a related document, see ED 096 213

Available from—The Feminist Press, Box 334, Old Westbury, New York 11568 (\$12.50)
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Abortions, *Bibliographies, Cross Cultural Studies, Employment, Family (Sociological Unit), *Females, *Feminism, Fine Arts, Health, Literary Criticism, Politics, Rape, Religion, Resources, Sex Differences, Sex Role, Sexuality, Social Status, Womens Education, *Womens Studies, *Working Women

The bibliography lists almost 4,000 books, articles, pamphlets, and research papers about women and feminism. All items in this third volume were published or in progress in 1973-1974. The items are classified by the topics of abortion, arts and media, contemporary women's movement, cultural studies, education, employment, family organization, government and politics, history, legal status, literary criticism, mental and physical health, rape, religion, sex roles and sex differences, sexuality, and bibliographies and resources. Most topics are divided into specific subtopics with each entry listed only once; thus, there are no cross-references. Some of the entries are annotated. A list of related bibliographical sources and an index to authors conclude the bibliography. (ND)

ED 130 987 SO 009 600

Classroom Strategies for Individualizing Instruction in the Social Studies.
Texas Education Agency, Austin, Div. of Curriculum Development.

Pub Date 76
Note—98p.; For a related document, see ED 044 327

Available from—Division of Curriculum Development, Texas Education Agency, 201 East 11th Street, Austin, Texas 78701

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Classroom Techniques, *Educational Strategies, Elementary Secondary Education, Flexible Scheduling, *Individualized Instruction, Individualized Programs, Multimedia Instruction, Program Planning, Recordkeeping, Resource Materials, *Social Studies, Student Needs, *Teaching Methods, Teaching Models

This booklet is designed as a support bulletin for Texas' "Framework for the Social Studies, Grades K-12" (ED 044 327). It capsulizes research and writing about meeting individual student needs. Individualized instruction requires that the teacher vary classroom teaching strategies so that students can engage in learning activities that are most appropriate for each as an individual. In order to set up an individualized program, a teacher must organize the program through diagnosis of students' needs, planning activities and methods, remaining flexible to allow for change, and maintaining recordkeeping of student diagnoses and student work. Some possible organization strategies are described: units, inductive approach, learning packets, contracts, independent study, programmed instruction, case studies, problem solving, group work, research seminars, simulation, sociodrama, and oral history. Recordkeeping, record of needs, activity sheet, student worksheet, and record of achievement are also described. Some models of parts of units are presented for teacher use, such as an inductive exercise and a simulation game. The booklet concludes with suggestions for selecting resource materials and a list of suggested materials for a professional library. (ND)

ED 130 988 SO 009 663

Lachance, Barbara, Comp.
Psychology: A Student's Guide to Reference Sources.

McGill Univ., Montreal (Quebec). McLennan Library.
Pub Date 76
Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, Behavior, Bibliographies, Child Psychology, Creativity, Drug Abuse, Educational Psychology, Mental Health, Psychiatry, Psychological Tests, *Psychology, *Reference Materials, Research Tools, Resource Guides, Sexuality, Social Psychology, Social Sciences

This bibliography lists reference sources which are useful for research in psychology. Contents are selected, emphasizing clinical psychology. Two major sections of the guide, general and specific topics, supplement each other. The general section, arranged by form—dictionaries, handbooks, and encyclopedias—includes works which treat all facets of psychology. The major section of the bibliography is classified by topics dealing with specific facets of psychology or related disciplines. Special topics include behavior, child psychology, creativity, drugs and alcohol, educational psychology, mental health, psychic sciences, psychiatry, sexual behavior, social psychology, and testing. Within each special topic, entries are divided by type of document, such as handbook or bibliography. The McLennan Library call numbers, full citations, and short annotations are provided for all entries. A final section includes related-discipline reference materials, also arranged by type of document. (ND)

ED 130 989 SO 009 664

Waiser, Joni, Comp.
Sociology: A Student's Guide to Reference Sources.

McGill Univ., Montreal (Quebec). McLennan Library.
Pub Date 76
Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Bibliographies, Demography, Ethnic Groups, Family Life, Industrial Relations, Marriage, Moral Issues, *Reference Materials, Research Methodology, Research Tools, Resource Guides, Social Change, Social Sciences, Social Structure, *Sociology

This guide lists selective reference sources which are useful for research in sociology. The guide is arranged by document type: guides, dictionaries, encyclopedias, directories and bibliographical sources, statistics, book reviews, theses and dissertations, general social science bibliographies, sociology bibliographies, special subject bibliographies, and related-discipline bibliographies. The special subjects included as bibliographies are social structure, social change, social issues, demography, marriage and the family, ethnic groups, industrial sociology, and methodology. The McLennan Library call number, a full citation, and an annotation are provided for each entry. (ND)

ED 130 990 SO 009 672

Guidelines for 4-H Consumer Education.
Extension Service (DOA), Washington, D.C.
Pub Date Jun 76
Note—74p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Consumer Education, Consumer Science, Curriculum Guides, Economic Education, Elementary Secondary Education, *Extension Education, *Guidelines, Learning Characteristics, Program Content, *Program Development, Social Studies, *Teaching Guides, Teaching Methods, Teaching Techniques, Teenagers

This guide is planned to assist state agricultural extension persons who are responsible for program development of a youth consumer education program. It identifies priority content and teaching methods for program content, planning, implementation, and evaluation. A rationale for developing a 4-H consumer education program is given which emphasizes the need for such education in a dynamic, changing society. Consumer education is defined in several ways. One definition is that it is related to consumption of private and public goods and services for personal and household use. A curriculum guide for developing a consumer education program in four areas of consumer concern is presented: the consumer as an individual; the consumer as a member of society; the consumer in the marketplace; and the consumer's business rights and responsibilities. Concepts and generalizations needed to master the competencies are outlined in each area for three age levels—9 to 12 years, 12 to 14 years, and 14 to 19 years of age. The guide concludes with some aids for teaching 4-H consumer education, such as examples of learning experiences, teaching techniques, and learning characteristics of different age groups. A list of resources includes references, visual aids, and agencies and organizations to contact. (Author/ND)

SP

ED 130 991 95 SP 010 182

Women's Athletics: Bibliographies on Educational Topics, No. 2.

ERIC Clearinghouse on Teacher Education,

Washington, D.C.
Spons Agency—American Association for Health, Physical Education, and Recreation, Washington, D.C.; American Association of Colleges for Teacher Education, Washington, D.C.; Association of Teacher Educators, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 76
Note—43p.

Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, N.W., Suite 616, Washington, D.C. 20036 (1-9 copies, \$1.00 ea.; 10-99 copies, \$0.90 ea.; 100-999 copies, \$0.80 ea.; 1000 or more copies, \$0.70 ea.)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Athletic Programs, Athletics, Bibliographic Citations, Discriminatory Attitudes (Social), Discriminatory Legislation, *Physical Characteristics, Physical Development, Physical Education, *Professional Associations, *Sex Discrimination, *Social Factors, *Womens Athletics, Womens Studies
Identifiers—*Educational Resources Information Center, ERIC

This annotated bibliography on women's athletics was compiled from the ERIC data base for documents and journal articles. It cites document accession number, pagination, availability in microfiche and/or hard cover, availability source and address. The bibliography presents material on women's athletics and (1) general sex discrimination (14 citations); (2) sex discrimination, litigation, and legislation (10 citations); (3) professional associations (9 citations); (4) physical characteristics and performance skills (13 citations); (5) psychology and sociology (15 citations); (6) programs and guides (18 citations); and (7) other related women's athletics topics (11 citations). An order form for documents available through the ERIC Document Reproduction Service is included. (MB)

ED 130 992 SP 010 317

Gazda, George M. And Others
Human Relations Development: A Manual for Educators. Second Edition.

Pub Date 77
Note—232p.
Available from—Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 (No price quoted)

Document Not Available from EDRS.

Descriptors—Behavior Change, Change Strategies, Communication Skills, *Effective Teaching, Group Dynamics, *Human Relations, *Interpersonal Relationship, *Models, Psychological Patterns, Rapport, *Sensitivity Training, Teacher Characteristics, *Teacher Education

The exercises in this manual are designed to help elementary and secondary educators in the development of human relations skills, and with slight modification the exercises may be appropriate for college and university educators as well. The procedures for human relations skill development presented in the manual were developed over several years with preservice and inservice teachers, administrators, and educational specialists. Described and operationalized throughout the manual is a model for human relations training based on the research of counselors and psychotherapists. From these studies, one common thread was discovered—certain conditions or dimensions offered by a therapist, when present at high levels, led to the growth of the client and, when absent or present in only low levels, led to the deterioration of the client. The model outlines specific goals for the helpee (the person seeking assistance) that are determined collaboratively by the helpee and the helper (therapist, educator, etc.). The nature of the interaction is controlled by the helper. The helper is the expert on the conditions necessary for change to occur and therefore must control his behavior to create an atmosphere of security and trust. According to the theory behind the model, the conditions necessary for healthy, productive, interpersonal relationships can be taught, systematically practiced, and incorporated into one's life style. The exercises presented in the manual are designed to facilitate the incorporation of such conditions. The appendices contain a vocabulary list of affective adjectives, a list of communication leads, and sample scales for rating the helpee. (MM)

ED 130 993

SP 010 540

Crepeau, Richard C.

Pearl Harbor: A Failure for Baseball?

Pub Date 76

Note—17p; Paper presented at the Annual Convention of the North American Society for Sport History (4th, Eugene, Oregon, June 17-19, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Athletics, *Baseball, *Foreign Countries, International Relations, Sportsmanship

Identifiers—*Japan, *Sport History, World War II
The history of sports is closely tied to the larger history of the society in which they are played. Baseball in the United States in the 1920's and 1930's assumed a major role in spreading the ideals of fair play, sportsmanship, and democracy to the Far East, with tours by amateur athletes and professionals such as Lou Gehrig and Babe Ruth. Even after the passage of the Immigration Act of 1924, it was felt that Baseball Diplomacy should continue in order to lessen Japanese resentment at American racial prejudice. The ideals of the early thirties, both in sports and diplomacy, were slowly dispelled by activities in the European sphere, where nations were preparing for war. The major baseball-related news from Japan, after successful tours in 1934, 1935, and 1936, came in 1940, when radio broadcasting of professional games ceased, and English playing terms and team names were replaced by Japanese words. In August of 1940, baseball was abolished in Japan, and on December seventh, Pearl Harbor was attacked. The sports world tried to explain the deed as a weakness in the Japanese national character, rather than as a failure of the civilizing role of baseball, and threw itself fully into the war effort. A period of idealism and naivete was coming to an end, and sports slowly came to recognize the fact, just as did the rest of society. (MB)

ED 130 994

SP 010 552

Hardisty, Michael J.

Education Through the Games Experiences: An Individualized Approach for the Teaching of Games to Six to Thirteen Year Olds. Designed for Children Series.

Pub Date 72

Note—79p.

Available from—Educational Designs and Consultants, 3259 North Shore Road, Bellingham, Washington 98225 (No price quoted)

Document Not Available from EDRS.

Descriptors—*Childrens Games, *Creative Activities, Developmental Psychology, Egocentrism, *Elementary Education, Games, *Individualized Programs, *Lesson Plans, Motor Development, Physical Development, *Physical Education, Student Characteristics

This book is concerned with an individualized approach to the teaching of games for the six to thirteen year age group. It is designed for physical education teachers and classroom teachers involved in the teaching of physical education. It points out that modern classroom teaching techniques are closely allied to those recommended for teaching games, and that the physical education teacher does not need to be a person of physical expertise, but rather a master of inspiration to engender activity in a group of children. Four questions are suggested for consideration in order to facilitate a situation of total pupil involvement of physical activity and ideas: (1) Are the skills taught appropriate to the level of ability and understanding of the children? (2) Are they taught in a manner that allows for individual differences within the group? (3) Does the lesson allow for maximum possible pupil activity in skill acquisition and in the game activity? and (4) Do the situations posed consider the attitudes of the group towards rules of the games, competition, and cooperation with others? The initial chapters introduce the rationale for change in methods and content of children's game activities. Principles of child development and learning are presented to guide the teacher in setting the tasks and the environment for activities. Illustrated lesson plans are then developed in grade/age level sequence detailing individual and group activity as well as problems and limitations around which children can invent and create their own games. (MM)

ED 130 995

SP 010 553

Fandek, Ruth W.

Classroom Capers: Movement Education in the Classroom. Designed for Children Series.

Pub Date 71

Note—66p.

Available from—Educational Designs and Consultants, 3259 North Shore Road, Bellingham, Washington 98225 (No price quoted)

Document Not Available from EDRS.

Descriptors—*Class Activities, *Creative Activities, *Dance, Learning Activities, Lesson Plans, Motor Development, Perceptual Motor Learning, *Physical Education, *Primary Education, Skill Development

Identifiers—*Movement Education

This booklet was designed to help primary classroom teachers present a program of movement education. Six aims form the foundation of the program: (1) to help teachers become movement experts within the confines of their classrooms; (2) to suggest ways and means of providing movement experiences in a limited space, thereby relieving children of energy they may otherwise spend in less accepted ways; (3) to develop motor skills that will supplement and reinforce those learned in the gym and on the playground; (4) to encourage creativity in movement by providing opportunities for independent thinking among participants; (5) to develop and encourage student leadership through self-discipline and acceptance of responsibility; and (6) to relieve frustrations experienced by teachers confronted by situations with which they feel unprepared to cope. Suggestions are made for the arrangement of classroom furniture during the movement education sessions, and a variety of small apparatus is listed. Movement activities are presented as nonlocomotor activities (bending, stretching, pulling), locomotor activities (walking, running, leaping), and rhythm and dance. A sample lesson in movement skills is developed outlining the basic features of a movement education lesson—definition of unit under study, daily lesson topic, objectives, length of lesson, equipment, procedure, warm-up, individual work, individual work with apparatus, partner work, group work, and evaluation. (MM)

ED 130 996

SP 010 554

Whiting, H.T.A., Ed.

Readings in Human Performance. The Human Movement Series.

Pub Date 75

Note—137p.

Available from—Lepus Books, Henry Kimpton Ltd., London, England (#4.80 English Pounds)
Document Not Available from EDRS.

Descriptors—*Human Development, *Kinesthetic Perception, Memory, Motion, *Motor Development, Motor Reactions, Perceptual Motor Coordination, *Perceptual Motor Learning, Performance, *Psychomotor Skills, Retention, *Skill Development

The papers presented in this book deal with the general area of motor skill acquisition and development. In section one, the first paper presents an overview of what has come to be known as "man as an information-processing system." Attention is focused on the transformation that the sensory input undergoes during central nervous system processing. Section two elaborates on one aspect of the model put forward in section one—the limited channel capacity of man conceived as an information-processing system. It is a cognitive, rather than psychological, view of the constraints on human performance in a wide range of skills. In section three, a paper is presented concerned with a process-oriented theory of motor skill. The theory is particularly concerned with the executive selection of the response and has particular application in open-skill situations such as competitive games where plans, strategies, and tactics make an important contribution to successful outcomes. In an overview of long-term-retention motor skill, section four takes another look at the evidence and interpretations contributing to the understanding of the mechanisms of forgetting. Section five elaborates on the topic discussed in section one. Section six proposes that skill can only be measured insofar as it relates to some particular framework. In section seven, attention is turned to the problem of kinesthesia and its role in the control of movement, and a composite model of the role kinesthesia and its role in plays in the overt control of movement based on existing behavioral and neurological theories is presented. (MM)

ED 130 997

SP 010 555

Dickinson, John

Proprioceptive Control of Human Movement. The Human Movement Series.

Pub Date 74

Note—201p.

Available from—Lepus Books, Henry Kimpton Ltd., London, England (#3.50 English Pounds)

Document Not Available from EDRS.

Descriptors—*Anatomy, *Feedback, *Human Body, Kinesthetic Perception, Learning, Literature Reviews, Measurement Techniques, Motion, Patterned Responses, *Perceptual Motor Learning, Performance, *Physiology, Scientific Research, Sensory Integration
Identifiers—*Proprioception

Various research studies concerned with the feedback from proprioceptors which accompany movement and the way in which this information is relevant to the control of activity are brought together in this volume. It is intended for the use of those who have some basic knowledge of human anatomy and physiology as well as an acquaintance with scientific methods of experimenting with human subjects. Background material is offered along with the evidence relating specifically to proprioception to allow for reasonable evaluation and comparison of the evidence. The text opens with an historical review of proprioception studies and a clarification of the term, followed by an examination of the more recent findings. It is noted that there is now growing evidence that the most fruitful way of conceptualizing the physiological function of proprioception is as a series of interlocking feedback systems. Measurement of proprioceptive sensitivity is considered next by way of review of some of the major methods of measuring this sensitivity and examination of the advantages and disadvantages of the techniques. The evidence for the role of proprioception in performance is then reviewed, and contrasting points of view in the interpretation of the evidence are presented. The difficulties involved in distinguishing between learning and performance lead into the next discussion of proprioception and learning. A discussion of proprioception and the timing of motor responses focuses on two theories that have invoked proprioceptive feedback as a component process in the timing of motor behavior. Lastly, the knowledge concerning proprioception is considered in light of its application to teaching and training methods, both experimental and nonexperimental. (MM)

ED 130 998 SP 010 556

Whitehead, N.J. Hendry, L.B.
Teaching Physical Education in England—Description and Analysis.

Pub Date 76

Note—139p.

Available from—Lepus Books, Henry Kimpton, Ltd., London, England (\$4.80 English Pounds)
Document Not Available from EDRS.

Descriptors—*Curriculum Design, *Curriculum Evaluation, Elementary Secondary Education, Historical Reviews, *Physical Education, *Program Development, Student Teacher Relationship, Teacher Background, Teacher Characteristics, *Teacher Education

Identifiers—England

This book brings together two approaches to the study of physical education in England: (1) a descriptive analysis of the existing physical education curriculum in schools and colleges; and (2) an examination of research evidence concerning the behavior of the physical education teacher. The two approaches are brought together in a short prescriptive and speculative look into the future of the profession. The first part of the book describes the physical education courses and curricula operating within primary and secondary schools and traces the selection of training courses taken by physical education teachers at specialist colleges. The tremendous freedom afforded to the individual physical education teacher in the design program content is pointed out, and it is noted that, even at the college level within teacher training programs, there is a great variety of course content and depth of study in particular subjects for specialist students. Revealed, too, are the rather confined and restricted physical education programs actually being taught in a number of schools. Such constraints are attributed to a number of factors discussed in the second part of the book. A series of theoretical frameworks is provided to aid in the study of the educational encounters of physical education teachers and their pupils. Evidence derived from the frameworks indicates that general teaching objectives are directed towards creating in the pupils social awareness and responsibility, self-awareness, all-around physical development, enjoyment, and a general interest in school. Teachers see themselves as hard working, honest, and knowledgeable about their pupils and their subject. (MM)

ED 130 999 SP 010 557

Haworth, J.T., Ed. Smith, M.A., Ed.
Work and Leisure: An Interdisciplinary Study in Theory, Education and Planning. Human Movement Series.

Pub Date 75

Note—204p.

Available from—Lepus Books, Henry Kimpton, Ltd., London, England (\$4.80 English Pounds)
Document Not Available from EDRS.

Descriptors—*Community Planning, *Educational Objectives, *Employment, Futures (of Society), *Leisure Time, Needs Assessment, Physical Design Needs, *Planning, Policy Formation, School Role, *Social Planning, *Work Attitudes, Work Environment

The contents of this book divide into three parts: (1) theory; (2) education; and (3) planning. The first part of the book considers a number of broad related issues in work and leisure. The term "theory" is used in a broad sense and encompasses philosophical as well as empirically based views and models of the nature of man, work, and leisure. One of the issues considered is whether or not we are a work or leisure centered society and the implications for policy. A second is the associated issue of what aims society will wish to plan for, and what goals and needs it will try to meet. The problem of what methodologies will be used in the investigation of these two areas is the third major theme. The other two parts of the book develop further some aspects of these themes. The chapters on education examine the role of education in a changing society in relation to both schools and community and inter-relates culture and class as a linking theme. The planning section looks at some of the problems associated with the formulation of objectives in planning and examines a number of factors which affect both provision and implementation in the public and private areas. (MM)

ED 131 000 SP 010 558
VD Education in California: A Review of Ideas, Programs, Methods, and Resources.

California State Dept. of Education, Sacramento.

Pub Date 76

Note—31p.

Available from—California State Department of Education, P.O. Box 271, Sacramento, California 95802 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Class Activities, *Health Education, *Hygiene, Program Descriptions, *School Community Cooperation, *Sex Education, Student Opinion, *Venereal Diseases

Identifiers—California

This publication describes three years of a major venereal disease education effort in California resulting from mutual cooperation of the State Departments of Education and Health, county school and health officials, and local school districts and community agencies. It represents the views of numerous leaders in the field of VD education and documents programs that have charted directions for future efforts. The first section summarizes the extent of the problem and outlines the philosophical and programmatic approach to VD education formulated by the staff of the Venereal Disease Education Project. In its first three years, the Project offered training and technical assistance to some 10,000 administrators, teachers, health professionals, parents, and students. The staff also developed publications and audiovisual materials to assist VD educators. The second section focuses on actual VD education programs and highlights four exemplary efforts. Following this, reflections and opinions on VD education from concerned legislators, educators, public health officials, school board members, and students are offered. The booklet concludes with suggestions for classroom activities and other resources that will be helpful to those charged with implementing VD programs, including a sample of classroom activities, techniques for evaluating VD education programs, and discussion of laws affecting VD instruction. (MM)

ED 131 001 SP 010 559

Smith, Nathan J.
Food for Sport. Berkeley Series in Nutrition.

Pub Date 76

Note—188p.

Available from—Bull Publishing Co., P.O. Box 208, Palo Alto, California 94302 (No price quoted)

Document Not Available from EDRS.

Descriptors—*Athletes, *Athletics, *Dietetics, Eating Habits, Elementary School Students, Health, *Nutrition, Physical Fitness, Senior Citizens, Womens Athletics

Knowledge in nutrition and exercise physiology has reached a level where dietary recommendations can be made for particular needs of particular athletes. This book is written for active people of any age, male or female, casual participant, amateur or professional, and for those dealing with athletes—dietitians, coaches, trainers, and parents. Basic dietary principles are discussed and guides given for concerns particular to athletes, such as pre-game and competition dietary requirements, special energy demands, the needs of elementary school athletes, and fitness for older athletes. Summaries of specific dietary factors are given for basketball, swimming, crew, tennis, wrestling, and ten other sports. Six appendices are included giving U.S. recommended daily allowances, basic diet menus, weight loss graphs, information on skin-fold measurements, statements on heat injuries and distance running, and participation in sports by women. (MB)

ED 131 002 SP 010 560

The Future Role of Teachers Colleges.

Mingo National Wildlife Refuge, Puxico, Mo.

Note—28p.; For related document, see SP 010 561

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Programs, *College Role, *Educational Assessment, Educational Development, *Foreign Countries, Inservice Teacher Education, *Post Secondary Education, Preservice Education, Schools of Education, *Teacher Education, *Teachers Colleges

Identifiers—New Zealand

The Standing Committee on Teacher Training, Advisory Council on Educational Planning, asserts in this report that the institutions at present engaged in tertiary education—teachers colleges, technical institutes, and universities—despite some degree of overlap, have distinct areas of concern.

The content and range of courses as well as methods of teaching vary according to the objectives of each and the people for whom they are provided. Although in some countries, the lines between these differing institutions have become blurred or have even disappeared, the Committee believes the interests of the New Zealand community will be served best by developing each to its fullest potential. The Committee suggests that there is sufficient reason to justify the continued development of colleges for teaching and teachers for some time, and that to develop teachers colleges into colleges of higher education or liberal arts would tend to hinder them from catering adequately to the needs of teaching. The Committee therefore sees the future role of teachers colleges as being, first, to offer preservice training which, if satisfactorily performed, will give credit for a degree and, second, to undertake increasing responsibility for teacher education beyond the period of preservice training, and for the benefit of people who will not all teach in schools, but will make a significant contribution to the education of New Zealanders. (Author/MB)

ED 131 003 SP 010 561

The Continuing Education of Teachers.

New Zealand Advisory Council on Educational Planning, Wellington.

Note—43p.; For related document, see SP 010 560

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Career Planning, *Continuous Learning, Educational Assessment, *Educational Development, *Foreign Countries, *Inservice Teacher Education, Preservice Education, *Teacher Education, Teacher Educators

Identifiers—New Zealand

Recognizing that the present provisions for inservice education in New Zealand are inadequate, the Advisory Council on Educational Planning instructed their Standing Committee on Teacher Training to prepare a comprehensive report on future directions for the continuing education of teachers. The Committee in its report investigated the nature of preservice education, the general progression of teaching careers, the need for coordinating pre- and inservice education (to keep abreast of professional developments, to prepare for positions of greater responsibility and leadership, to specialize, to cope with new approaches and unfamiliar situations), the question of teacher qualifications, study leave allowances, and the education of teacher educators. The problems of organization and administration of new inservice programs in view of present resources were also examined. The Committee attached importance to two basic concepts: (1) that the education of teachers should be seen as a continuous, integrated process and (2) that periodic leave for professional renewal should be provided. The Committee also saw three areas requiring urgent action: (1) the support of teachers during the first three years of teaching; (2) the retraining of senior teachers; and (3) the expansion of courses for secondary teachers. (MB)

ED 131 004 SP 010 562

Experimental Schools Program: Opportunities to Improve the Management of an Education Research Program; Report to Congress by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.

Pub Date Apr 76

Note—45p.; Not available in hard copy due to marginal legibility of original document

Available from—Office of the Comptroller General, Washington, D.C., 20548

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Change Agents, Cost Effectiveness, Educational Accountability, Educational Change, Educational Programs, Educational Research, *Evaluation Criteria, *Experimental Schools, *Program Administration, *Program Evaluation

The Experimental Schools Program was begun in 1970 under legislative authority to test the hypothesis that comprehensive changes in existing educational systems will improve the quality of education. This report to the Congress by the Comptroller General's Office determined that the Experimental Schools Program will provide information to educators and researchers on the im-

plementation of comprehensive educational change. It will not be able, however, to provide complete data on (1) the ability of school districts to plan for and to implement comprehensive educational changes and (2) the impact of these changes on students, teachers, administrators, and the community. In addition, the program does not insure that projects could provide the type of cost data necessary to determine compliance with special program financial regulations. The Comptroller General's Office recommended that: (A) project plans approved for funding include (1) documentation of the need for the educational changes sought through the research, (2) specific instructions on how to conduct the research, and (3) specific, measurable objectives in terms of output or impact; (B) evaluations be planned and implemented to provide necessary impact and cost information over the entire life of the project; and (C) procedures for requiring program offices to verify that grantee accounting systems are adequate provide the type of data necessary to insure compliance with financial regulations. (MB)

ED 131 005 95 **SP 010 563**
Teacher Politics. Options in Education Program No. 38.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.
Spons Agency—Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, Washington, D.C.; Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.; Robert Sterling Clark Foundation, Inc., New York, N.Y.

Pub Date 19 Jul 76

Note—23p.

Available from—National Public Radio—Education, 2025 M Street, N.W., Washington, D.C. (HC \$1.67; MF \$0.83)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Civil Liberties, Collective Bargaining, *Educational Radio, *News Media, *Political Issues, Teachers, *Teacher Salaries, *Unions

Identifiers—*National Public Radio

This document is a transcript of the radio program, "Options in Education," for the week of July 19, 1976. Broadcast by the members of the National Public Radio System, the program is an electronic weekly magazine devoted to the coverage of news, features, policy, and people in the field of education. The issues highlighted in this program revolve around economic and civil liberties concerns of the teaching profession, including discussions of salaries, unions, the right to strike, and the question of collective bargaining. (MB)

ED 131 006 **SP 010 564**

Miller, Benjamin F. And Others
Investigating Your Health.

Pub Date 74

Note—564p.

Available from—Houghton Mifflin Company, One Beacon Street, Boston, Massachusetts 02107 (\$10.60)

Document Not Available from EDRS.

Descriptors—Community Health, Diseases, Drug Education, Health Books, *Health Education, Health Occupations, Human Body, Mental Health, Nutrition, *Secondary Education, Smoking, *Textbooks

This textbook is directed to higher secondary school students and presents general health concerns in a student-centered, active learning approach. Each unit provides unsolved problems for the student to investigate; each chapter contains one or more projects for student participation, a chapter summary, and an annotated list of additional reading materials. Other features include the extensive use of graphs, charts and diagrams, action photos and cartoons, to explain and expand the text, biographies of contributors to medical science, pronunciation guides for difficult names and terms, and the italicizing and defining of important concepts and terms of health science. The text consists of seven units: (1) "How Your Body Works," (2) "Health and Appearance in Daily Life," (3) "Understanding Your Feelings," (4) "Dangerous Habits," (5) "Understanding Disease," (6) "Family Health and Safety," and (7) "Health and the Community." (MB)

ED 131 007

Flygare, Thomas J.

The Legal Rights of Teachers. Fastback No. 38.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 76

Note—48p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50; \$0.35 for members)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Freedom, *Civil Liberties, Collective Bargaining, *Court Litigation, Freedom of Speech, *Grievance Procedures, Job Tenure, *Moral Issues, Negotiation Agreements, Public School Teachers, Teacher Dismissal, Teacher Employment, Teacher Retirement, *Teachers, Teacher Strikes

This is a guidebook for teachers in the public elementary and secondary schools on the subject of their legal rights. While public education is a state function, governed by laws, authority is delegated to local school boards. Areas in which a teacher may come in conflict with the governing body of the school are described. Freedom of speech, in and outside of the classroom is examined, as well as freedom of association and political activity. The rights of teachers as citizens with constitutional protection are pointed out in the light of where those rights may be limited because of the sensitivity of the teacher's position. The private lives of teachers, their religion, sexual behavior, or manner of dress may conflict with the bias of the local school authority. In most of these cases the law is vague, and such issues are usually resolved on the basis of discretion rather than clearly defined legal points. The author discusses the issues in teacher employment: collective bargaining and strikes, mandatory retirement, tort liability, tenure, termination of employment, and teacher contracts. On many of the subjects covered in this book examples are given of challenges that were decided in state or federal courts. The legal issues involved in each case are clarified, and the reasoning of the court in making a decision is described. (JD)

ED 131 008

Morris, G.S. Don

How to Change the Games Children Play.

Pub Date 76

Note—127p.

Available from—Burgess Publishing Company, 7108 Ohms Lane, Minneapolis, Minnesota 55435 (\$3.95)

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, Childrens Games, Classroom Games, Educational Games, Elementary Secondary Education, Exceptional Students, *Games, *Game Theory, Individual Differences, Softball, *Student Behavior, *Task Analysis, Track and Field, Volleyball

This book presents the thesis that the structure of games must be analyzed in terms of the specific behavioral objectives sought in their activity. It asks teachers to look at games before using them in the classroom, rather than attaching unwarranted values to games as justification for their use. It also demonstrates how one can structure games to account for individual differences as well as promote specific behavioral outcomes. Another theme of the book is a plea for alternatives and changes in the structures of games. The first chapter emphasizes how the structure of a game—the design—dramatically influences the behavioral outcomes displayed by the participants. The next chapter introduces a tool—games analysis—that both teachers and youngsters can use to aid better structure within a game in order to enhance specific resultant behaviors. The next few chapters impart information regarding task analysis and other pertinent concepts with which one should be familiar in order to change, adapt, or design a game. A more detailed discussion of how to introduce the games analysis concept in school systems at the elementary and secondary levels follows. The reader is next provided with examples of games from which it is hoped more games will be designed to meet the needs of the participating children. All of the games presented have been either played or designed by children. They are organized into sections on softball, volleyball, basketball, tag and relay games; within these sections games for elementary school, secondary school, and exceptional students are presented. The appendix lists

factors and choices considered in the analysis and design of games. (MM)

ED 131 009

SP 010 568

Jenne, Frank H. Greene, Walter H.

Turner's School Health and Health Education.

Seventh Edition.

Pub Date May 76

Note—357p.

Available from—C.V. Mosby Company, 3301 Washington Boulevard, St. Louis, Mo. 63103 (\$11.50)

Document Not Available from EDRS.

Descriptors—*Disease Control, Drug Education, *Elementary Education, Exceptional Child Services, First Aid, Health Books, *Health Education, Hygiene, Mental Health, Physical Health, *Primary Health Care, *Pupil Personnel Services, *School Health Services, Sex Education, Venereal Diseases

This textbook for the health educator is a revision of a text written by the late Dr. Clair E. Turner. The following topics are covered in depth: (1) nature and development of school health and health education; (2) organization and administration of school health and health education; (3) school health education; (4) school health services; (5) healthful social, emotional, and physical environments; (6) health promotion and health problems; (7) appraising school health and health education. Two appendices list instructions for the control of the more common communicable diseases in the school and first-aid procedures. Illustrated. (JD)

ED 131 010

SP 010 569

McNutt, Kristen W., Comp.

Index of Nutrition Education Materials.

Nutrition Foundation, Inc., Washington, D.C.

Pub Date 74

Note—162p.

Available from—The Nutrition Foundation, Inc., 888 17th Street, N.W., Washington, D.C. 20006 (\$5.00)

Document Not Available from EDRS.

Descriptors—*Indexes (Locators), Instructional Materials, *Nutrition, *Nutrition Instruction

This index of nutrition education materials was prepared to assist teachers and the general public in acquiring useful teaching aids and educational materials. It lists booklets, pamphlets, and audiovisual aids that were collected during 1973 and early 1974, supplemented by similar materials cited in nutrition publications or listed as available from federal agencies, professional societies, and health and educational organizations or foundations. These publications were not evaluated for content and are not necessarily recommended by the Nutrition Foundation. The index is divided into seven color-coded sections. Titles of publications are listed according to the source (section one), subject matter (section two), and readership level (section three). Audiovisual materials—films, slides, filmstrips, phonoviewer shows, flipcharts, tape cassettes, records—are given in section four. Section five lists all titles in alphabetical order with detailed information about each publication. This section follows a standard format: the audience for whom the publication is written, author, source, publication number, date of publication, number of pages, and cost. To avoid repetitious listing, addresses of sources offering three or more publications are given alphabetically in section six. Section seven includes suggestions for other sources of information. Journal articles that are available as separate reprints and listed as a publication of an agency or organization are included. Recommended book lists, catalogs, bibliographies, source books, and reference lists are also included. (MM)

ED 131 011

SP 010 570

Ibrahim, Hilmi

Sport and Society: An Introduction to Sociology of Sport.

Pub Date 75

Note—243p.

Available from—Hwong Publishing Company, Inc., 5525 E. 7th Street, Long Beach, California 90804 (No price quoted)

Document Not Available from EDRS.

Descriptors—*Athletics, Games, *Models, Play, *Social Behavior, Social Factors, *Social Structure, *Sociology

A theoretical framework for the study of sport sociology is provided in this text. It is intended

for students of sport, arts and humanities, sociology, and social psychology. Sport and social organization are discussed first. Three models of societies and six theories of social organization are presented which form the basis of the eclectic approach to the study of sport sociology taken in this text. A major assumption in the text—human activities require both behavior and action—is based on the hypothesis that all human activities can have expressive character. Human acts, activities, and actions that appear to be play or sport among adults are termed human expression. It is shown that expression is a characteristic that is necessary for sport to emanate and exist today. In discussion of the nature of sport, a nominal definition of sport is forwarded: Sport, potentially a form of human expression, is historically derived from kinetic play and is culturally sanctioned as basically a leisure activity. In order to adequately explain the phenomenon of sport, play—the basis of sport—is explained through biological, psychological, and sociological interpretations. Sport and play are differentiated from games—sport is an adult, kinetic activity; games are for the young and are mental and social. Sport is then discussed in relation to the ecosystem, kinship and religion, politics, economics, technology, the cultural system, and the social process. A bibliography and references are included. (MM)

ED 131 012 88 SP 010 571

Drummond, Robert And Others

Project STEP (Seniors Tutor for Educational Progress) On-Site Validation Report.

Easton-Redding Regional School District 9, Conn.

Pub Date 6 Mar 75

Note—126p.; For related documents, see ED 120 295-296; Not available in hard copy due to marginal reproducibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Involvement, Cross Age Teaching, Educational Alternatives, *Handicapped Students, Individual Development, *Junior High School Students, *Learning Disabilities, Older Adults, Program Descriptions, *Program Evaluation, Remedial Instruction, Secondary Education, Secondary School Teachers, *Senior Citizens, *Tutorial Programs, Tutors

Identifiers—Connecticut (Redding), Elementary Secondary Education Act Title III, ESEA Title III, *Project Seniors Tutor for Educational Progress, Project STEP

Project STEP was developed at John Reed Middle School, Redding, Connecticut, to investigate the feasibility of directly involving retired citizens in an instructional relationship with learning-disabled junior and senior high school students. The project proposed to demonstrate the effectiveness of techniques for training senior citizens as remedial tutors, increasing the academic skills of the students, improving the psychological well-being of the students, and providing the classroom teachers with materials developed by the tutors and adolescents. The validation team examined the program, and found it satisfactory in three general areas—(1) Effectiveness/Success: the project demonstrated success in training senior citizens to act as tutors of the learning disabled student, academic achievement of these students as well as their attitudes toward school have improved, and positive behavior changes and attitudes were reported by parents; (2) Cost Information: the program followed standard budgetary procedures, expended money in an appropriate fashion, and reported fiscal matters in a fashion easily adoptable or adaptable by other interested school districts; (3) Exportability: the project as written and developed can be exported to other systems. The validation team noted three areas of innovation—the use of senior citizens as tutors for learning disabled students, the use of a game approach rather than a traditional didactic relationship, and the stress on affective as well as cognitive behavioral change on the part of both tutor and tutee. (MB)

ED 131 013 SP 010 572

Humphrey, James H.

Improving Learning Ability Through Compensatory Physical Education.

Pub Date 76

Note—148p.

Available from—Charles C. Thomas, Bannerstone House, 301-327 East Lawrence Ave., Springfield, Illinois (No price quoted)

Document Not Available from EDRS.

Descriptors—*Adapted Physical Education, Elementary Education, Kinesthetic Perception, Learning Activities, *Learning Disabilities, Learning Experience, Learning Theories, Motor Development, *Perceptually Handicapped, *Perceptual Motor Learning, Physical Education, *Psychomotor Skills, *Remedial Programs, Skill Development, Student Ability, Student Characteristics, Student Development

This book presents a procedure for improving, through the medium of physical education activities, the learning ability of children. Rather than using systematic exercises for the correction of certain perceptual-motor deficiencies, learning ability can be enhanced through active games, rhythmic activities, and self-testing activities. Covering a wide range of activities and skills, this book discusses the nature of compensatory physical education; perceptual-motor development; use of broad categories of curriculum content for compensatory physical education; body-concept; laterality and directionality; kinesthetic and tactile perception; visual and auditory perception, and implementing compensatory physical education. (JD)

ED 131 014 SP 010 573

Ezersky, Eugene M. Theibert, P. Richard

Facilities in Sports and Physical Education.

Pub Date Jul 76

Note—193p.

Available from—C.V. Mosby Company, 3301 Washington Boulevard; St. Louis, Mo. 63103 (\$10.50)

Document Not Available from EDRS.

Descriptors—*Athletic Equipment, Building Design, *Building Plans, Construction Programs, *Facility Planning, Found Spaces, *Gymnasiums, Interior Space, Physical Education, *Physical Education Facilities, Recreational Facilities, *School Architecture, School Planning, Space Utilization

This book covers in detail the construction and equipping of athletic facilities. Planning and building for future as well as present needs and the wise, economical use of space are emphasized. Accompanied by informative illustrations, the topics discussed are: (1) historical antecedents and sociological trends in physical education and recreation; (2) facility consideration and new trends for physical education; (3) planning for facilities; (4) conventional buildings and building technology; (5) new technologies in athletic surfacing; (6) new technologies in structures; (7) inside the gymnasium building; (8) the service core; (9) the academic core; (10) swimming pools; (11) ice facilities; (12) and concepts of possible future developments in the field. Six appendixes are attached delineating in depth the following information for the consideration of those responsible for planning construction of school athletic facilities: (A) suggested list of initial equipment and supplies for new high schools; (B) space requirements for physical education and athletic complex; (C) room-by-room detailed programming document; (D) equipping the gymnastics area; (E) goofs in athletic facility construction; (F) recommended equipment for adapted physical education. (JD)

ED 131 015 SP 010 574

Larson, Leonard A.

Foundations of Physical Activity: Applications as Disciplines and Professions.

Pub Date 76

Note—386p.

Available from—Macmillan Publishing Co., Inc., 866 Third Ave., New York, N.Y. 10022 (No price quoted)

Document Not Available from EDRS.

Descriptors—Adapted Physical Education, *Athletics, *Career Opportunities, Dance, Individualized Programs, Intellectual Disciplines, Leisure Time, *Physical Activities, Physical Education, *Physical Recreation Programs, Physical Therapy, Preventive Medicine, *Recreational Activities, *Rehabilitation Programs

Identifiers—Sport Medicine

Written primarily for college students who plan to enter into a physical activity career, this text deals with the foundations of physical activity in its roles as disciplines and professions. Individual,

societal, and cultural needs for sports and physical activity are described. For clear presentation, the book is divided into four distinct categories. Part one considers the setting for physical activity and its applications. This provides the base in the world as it is today, the scope of physical activity as it is viewed within this context, and the potentials of physical activity as developmental phenomena within these settings. Part two views physical activity as disciplines. Four groups of disciplines are outlined: biophysical disciplines, sociopsychological disciplines, history, and philosophy. Part three discusses the professions that have been developed utilizing the medium of physical activity. Part four views the perspectives and projections for activity. Following a full review of physical activity as disciplines and professions, the author explores the potentials for future development in the realm of physical activity. (JD)

ED 131 016 SP 010 575

The Scottish Council for Research in Education:

Forty-Eight Annual Report, 1975-76.

Scottish Council for Research in Education.

Pub Date Sep 76

Note—82p.; For related document, see ED 118 547

Available from—Scottish Council for Research in Education, 16 Moray Place, Edinburgh, Scotland EH3 6DR (Free)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Annual Reports, Doctoral Theses, *Educational Economics, *Educational Research, *Foreign Countries, Institutional Role, Masters Theses, *Research and Development Centers, Research Projects

Identifiers—Scotland, *Scottish Council for Research in Education

The report of the Chairman, Scottish Council for Research in Education (SCRE), examines the question of funding for educational research in light of the present economic situation. While the Council was successful in obtaining grants to fund its projects, uncertainty of future funding is a major concern. The Chairman also stresses the importance of planning (to assure that education needs are assessed and research conducted in a timely manner) and maintenance of staff and research teams. Reports are given from the finance and communications committees, from twelve research projects in education, and two grant-aided research programs, followed by other reports concerning staff professional activities, income/expenditure accounts, and the SCRE Information Sheet series of Scottish educational research projects. A comprehensive list of research projects presented for degree requirement in Scottish universities for 1975 with updates from previous years, and of SCRE publications from 1930 to the present, concludes the report. (MB)

ED 131 017 SP 010 576

Arnett, Chappelle

All Active, All Successful: Developing Teacher Competency in Elementary School Physical Education. Designed for Children Series.

Pub Date 76

Note—194p.

Available from—Educational Design and Consultants, 3251 North Shore Road, Bellingham, Washington 98225 (No price quoted)

Document Not Available from EDRS.

Descriptors—Beginning Teachers, Dance, *Elementary Education, Exercise (Physiology), Games, Individualized Instruction, *Learning Modules, Perceptual Motor Learning, *Physical Education, Physical Fitness, *Student Centered Curriculum, *Teaching Methods

Identifiers—*Movement Education
This guide is designed to assist the beginning teacher to develop competency in teaching movement activities in the elementary school grades. A child-centered approach is offered for teaching all areas of the program: creative movement and dance, educational gymnastics, and games and sports. Teacher experiences are sequenced by way of progressive modules that enable teachers to acquire knowledge and strategies for effective learning and classroom management. The modules and lessons received field testing at Western Washington State College. Discussed are the goals of the new approach to physical education—movement education, movement analysis as a foundation for all activities, and teaching physical education based upon an individualized ap-

proach utilizing child-centered methods. Human growth and perceptual-motor development are viewed in relation to their implications for the movement education program. Organization and teaching strategies are covered including: guidelines for development of lessons; planning lessons; teaching strategies; methods; learning centers or activity stations; teaching procedures; and an approach to class discipline. Guidelines, based on the following six objectives, are offered for student evaluation: self-concept; learning how to learn, to discover, and to create; self-discipline; cooperation and interaction; movement efficiency—perceptual motor development, physical fitness, sports skills; and cognitive concepts. (MM)

ED 131 018 SP 010 577

Annotated Guide to Venereal Disease Instructional Materials Available in Canada.

Department of National Health and Welfare, Ottawa (Ontario).

Pub Date Jul 75

Note—43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, Communicable Diseases, *Filmmographies, Foreign Countries, Health, *Health Education, *Instructional Materials, Sex Education, *Venereal Diseases

Identifiers—*Canada
This annotated guide to venereal disease instructional materials, available from Canadian sources, was compiled to assist educators and health workers in the presentation of complete up-to-date instruction and information in the school and community. The materials in this guide have been grouped under two major headings: "Printed Materials" and "Audio-Visual Materials." Printed materials are divided into two categories: (1) booklets and pamphlets and (2) charts and posters. Audio-visual materials are divided into seven subsections: (1) films, (2) filmstrips, (3) videotapes, (4) cassettes, (5) multimedia kits, (6) transparencies, and (7) records and tapes. Each item under the subsections is arranged in alphabetical order. All materials are classified according to age group suitability. Addresses and film rental policies of agencies are listed. (MM)

ED 131 019 SP 010 578

Quigley, Lawrence A., Ed. Chaves, Arthur, Ed. Report of the Task Force on Teacher Education and Laboratory Schools.

Massachusetts State Coll. System, Boston.

Pub Date 15 Sep 74

Note—144p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Accreditation (Institutions), Curriculum Development, *Educational Innovation, *Educational Trends, Inservice Teacher Education, Institutional Role, *Laboratory Schools, Preservice Education, *Program Evaluation, *Teacher Centers, Teacher Certification, *Teacher Education, Teacher Employment

This 1974 examination of Massachusetts state colleges developed a report centering on six areas of concern in teacher education. (1) "Reform and Renewal"—an examination of factors promoting or hindering renewal resulted in proposals to establish projects exploring alternative structures and processes and to evaluate the results for replication. (2) "Supply and Demand"—the educator employment situation indicated that colleges should become multi-career training centers, develop more intensive counseling and placement services, and become more involved in program and certification approval. (3) "Alternatives and Constraints"—colleges should strive to attract the best candidates, provide complete evaluation of all phases of their education product, enhance curriculum flexibility, deploy and fully utilize all existing resources, and develop new programs. (4) "Laboratory Schools"—the laboratory school has evolved from facilities for observation and student teaching into teacher training centers designed for child study, program development, technique dissemination, and preservice and inservice implementation of programs; recommendations were made to develop and expand center role and to facilitate interaction between centers. (5) "Certification and Accreditation"—the certification procedure should be amended to include periodic reevaluation based on continued professional

growth, and inservice programs should be expanded. (6) "Partnerships for Teacher Education"—preservice and inservice should be viewed in a continuum, and a collaborative effort of training institutions and school districts should be developed. Appendixes include evaluation instruments, surveys of practices, and a description of a teacher center-college collaborative effort. (MB)

ED 131 020 SP 010 579

Clarke, H. Harrison

Application of Measurement to Health and Physical Education. Fifth Edition.

Pub Date 76

Note—443p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey (No price quoted)

Document Not Available from EDRS.

Descriptors—*Health Education, *Measurement, *Measurement Goals, *Measurement Instruments, *Measurement Techniques, *Physical Education, Physical Fitness, Test Construction, Testing, Testing Programs, Test Interpretation, Tests, Test Selection

Measurement is presented here as a means of enabling health and physical education programs to assume their place as indispensable phases of the educational process. Measurement is considered vital to health and physical education programs; teachers in these fields are admonished to turn to measurement activities as readily and as naturally as they turn to the other activities of their programs. In Part One, the current trends of health and physical education, a consideration of the desirable qualities to measure, and an explanation of definite administrative procedures to use when putting tests to practical use are found. In the first chapter, an orientation to the place of physical education in our culture is presented, and the objectives of health and physical education are stated. In the second chapter, criteria for selecting tests from a scientific point of view are considered so that health and physical educators may be prepared to evaluate tests themselves. The importance of each objective of health and physical education programs, the educational and administrative procedures for its realization, and the various phases of physical fitness testing are presented in Part Two. In Part Three, social efficiency and motor ability tests are described, evaluated, and their uses indicated. A similar presentation is made for skill and knowledge tests in Part Four. Part Five is devoted to administrative problems and the process of inaugurating measurement programs. Appendix A includes statistical procedures essential for the construction of tests. Scoring tables necessary to the use of tests described in the text appear in Appendix B. Throughout the text, 119 tests and test batteries appear that may be given and scored directly from the text; 151 other tests are described, evaluated, and their sources provided. (MM)

ED 131 021 SP 010 580

Cornacchia, Harold J.

Consumer Health.

Pub Date Mar 76

Note—310p.

Available from—C.V. Mosby Company, Publishers, 3301 Washington Boulevard, St. Louis, Missouri 63103 (\$8.50)

Document Not Available from EDRS.

Descriptors—*Consumer Economics, *Consumer Education, *Consumer Protection, Health Books, *Health Education, *Health Guides, Health Insurance, *Health Services, Hygiene, Medical Services, Social Factors

Consumer health refers to the potential or actual impact upon the consumer, individually or collectively, of any substances, devices, services, or systems that are offered for the supposed purpose of protecting, preserving, or restoring physical or mental health. This book is an effort to help the consumer to choose intelligently in spending for health items and health assistance. The text is divided into twelve chapters, dealing with (1) the caveat emptor-caveat vendor issue; (2) the psycho-social factors in consumer health; (3) healing philosophies other than orthodox medicine; (4) general medical care; (5) hospitals, nursing homes, and free clinics; (6) health insurance; (7) arthritis, cancer, cosmetics and skin products; (8) over-the-counter and prescription drug products; (9) devices used in medical treatment; (10) food faddism and weight control; (11) health care economics; and (12) consumer protection laws, agencies, and organizations. (MB)

ED 131 022 SP 010 581

Anderson, C. L. Creswell, William H.

School Health Practice. Sixth Edition.

Pub Date May 76

Note—452p.

Available from—C.V. Mosby Company, Publishers, 3301 Washington Boulevard, St. Louis, Missouri 63103 (\$11.75)

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, First Aid, Health, Health Books, *Health Education, *Health Facilities, Health Needs, Health Personnel, *Health Programs, *Health Services, Immunization Programs, Sanitary Facilities, *School Health Services, School Nurses, *School Services, Toilet Facilities

This text provides core subject matter relating to health services, health education, and healthful living for teachers, health educators, school nurses, administrators, and any others who have a role in the school health program. Its six parts focus on the what, how, and why of a functional school health program today. To start, the history of health care and school health programs today are discussed, followed by the identification and definition of essential terminology. Part one discusses the health of the normal child; physical growth and development; emotional development; and departures from normality. Part two outlines a basic plan for the organization of the school health program. "School Health Services," part three, includes the appraisal aspect of health services; preventive aspects of health services—communicable disease control, safety, emergency care, and first aid; and remedial aspects of health services. Part four covers foundations of health instruction, contributions to health care instruction from other subject fields in high school; and health instruction for elementary, junior high, and senior high school programs, while part five describes a healthful school environment. Part six stresses the importance of appraisal in school health practice with a detailed discussion of evaluation areas and procedures. The appendixes provide listings of resources in health instruction, sample health record and report forms, a health program evaluation scale, and an inventory of school health practices. (MM)

ED 131 023 SP 010 582

Testimony on Physical Fitness for Older Persons.

National Association for Human Development, Washington, D.C.; President's Council on Physical Fitness and Sports, Washington, D.C.

Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date 75

Note—101p.; From selected hearings before the Subcommittee on Aging of the Committee on Labor and Public Welfare, U.S. Senate, Ninety-fourth Congress, April 23, 1975

Available from—National Association for Human Development, 1750 Pennsylvania Ave., N.W., Washington, D.C. 20006 (No price quoted)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*(Physiology), *Health Needs, Hypertension, Middle Aged, *Older Adults, *Physical Activities, *Physical Fitness, Running, Special Health Problems

Collected here are fourteen statements on the beneficial effects of physical fitness programs for older persons presented at hearings before the Subcommittee on Aging of the Committee on Labor and Public Welfare, U.S. Senate. Areas discussed include: What research tells us regarding the contribution of exercise to the health of older people; exercise and the aging process; activity and older Americans; staying youthful and fit; importance of physical activity for the elderly; physical activity and aging; psychological importance of physical fitness; value of regular exercise programs for senior citizens; and a fitness program for senior citizens developed by the National Association for Human Development with quotes from various leaders of physical fitness. A statement by C. Carson Conrad, Executive Director, President's Council on Physical Fitness and Sports, is representative of much of the testimony: Regular exercise can significantly delay the aging process by inhibiting the losses of vital capacity, muscular strength, and joint flexibility, which are characteristic of the middle and later years. It is a fundamental law of physiology that the functional efficiency of an organ or system improves with use and regresses with disuse. Regular exercise may deter the onset of degenerative diseases, which are among today's

major killers, and it may improve the ability to survive and recover from heart attack by promoting the development of collateral circulation in the heart muscle. A state of physical fitness enhances the quality of life for the elderly by increasing their independence. The ability to go places and do things without being dependent on others provides a strong psychological lift that is conducive to good mental health. (MM)

ED 131 024 95 SP 010 583

Briggs, Leslie J. Aronson, Dennis T.
An Interpretive Study of Individualized Instruction in the Schools: Procedures, Problems, and Prospects. A Final Report.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 75

Grant—NIE-G-74-0065

Note—140p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Change Strategies, Educational Planning, *Elementary Education, *Individualized Instruction, Program Administration, *Program Descriptions, *Program Development, *Program Evaluation

Identifiers—IGE, Individually Guided Education, Individually Prescribed Instruction, IPI, *Program for Learning in Accordance with Needs

This report investigates the concept of individualized education both from a descriptive view of its general features and purposes and from an analytical view of specific components in such systems, identifying the component steps necessary for planning and implementing individualization. Chapter one deals with the importance of individualized instruction in terms of problems facing the nation's schools and in terms of public expectations of the schools. Chapter two investigates the salient features of three nationwide programs (Program for Learning in Accordance with Needs—PLAN*, Individually Prescribed Instruction—IPI, and Individually Guided Education—IGE). These three programs are the most highly organized, widely disseminated efforts in public elementary school individualized education, and together contain most of the elements in any individualized system. Chapter three describes the programs of nine selected schools, some of which were locally developed, and some of which were a mixture of local and national programs. Chapter four lists and describes critical aspects of planning, implementing, and evaluating systems of individualization. Chapter five examines problems involved with the individualization process—problems of individual schools in a system trying to "go it alone," problems of record keeping, community support, scheduling, team teaching, learning environments, and funding. The final chapter presents reflections on the study, recommendations, and general conclusions on the philosophy of individualization. An annotated bibliography, a list of schools and programs studied, and a description of project procedures are appended. (MB)

ED 131 025 SP 010 584

Bronfenbrenner, Urie

The Experimental Ecology of Education.

Pub Date Apr 76

Note—91p.; Paper presented at the American Educational Research Association annual meeting (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Conceptual Schemes, *Educational Research, Environmental Influences, Field Studies, Interaction, Models, Research Criteria, *Research Design, *Research Methodology, Research Problems, *Scientific Methodology, Social Factors

Three aspects of educational research have hindered a truly scientific approach—artificially simple laboratory settings, a reliance on post hoc computer analysis, and the rule of the contract office. A more scientific setting might be created if three requirements are satisfied: (1) research should be carried out in life situations; (2) focus should be on sets of forces or systems; (3) strategy for choosing topics should be to contrast systems. With these satisfied, one would be studying the ecology of a phenomenon. Twenty propositions define the properties of ecological systems investigation: the experiment has (1) ecological validity and (2) integrity; (3) has contextual validity; (4) allows participant definition

of the situation; (5) requires attention to the setting; (6) allows reciprocal processes; (7) recognizes that social systems operate in the research setting; (8) analyzes second order (N+2) and (9) third order (N+3) effects; (10) accommodates temporal and spatial arrangements; (11) conceptualizes and analyzes in systems terms; (12) analyzes interactions between settings; (13) allows cross-set influences in single person experiments; (14) accounts for reciprocal interactions in multi-setting experiments; (15) replicates at the level of settings; (16) examines larger contexts that affect events within the setting; (17) examines developmental transitions from (18) a lifetime perspective, with (19) possible introduction of innovations; and (20) restructures prevailing systems by redefining goals, roles, and activities, and by providing interconnections between systems. Extensive reference list. (MB)

ED 131 026 SP 010 585

Straub, William F.

The Lifetime Sports-Oriented Physical Education Program.

Pub Date 76

Note—214p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey (No price quoted)

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Community Resources, Community Services, *Curriculum Development, Exceptional Child Education, Instructional Innovation, *Lifetime Sports, *Physical Education, Physical Education Facilities, *Physical Fitness, Physically Handicapped, Program Evaluation, Public Relations, Recreational Facilities, Teaching Styles

This text presents a step-by-step approach to the infusion of lifetime sports into physical education programs. The first chapter explains and justifies the concept of lifetime sports. Next, survey of community resources is provided so that off-site facilities and supplementary personnel may be identified. Chapters three and four cover the organizational patterns and curriculum construction procedures of a lifetime sports program. In chapter six, attention is focused on measurement and evaluation procedures. Two types of evaluation are suggested—formative and summative. Chapter seven includes information about how to include lifetime sports in programs for exceptional children, particularly the physically handicapped. Chapter eight discusses public relations. Ideas are presented for the development of a public relations program to combat the idea that physical education programs are frills in the budget. The planning and design of facilities for lifetime sports is covered in chapter nine. Chapter ten addresses innovations in lifetime sports programs through discussion of applied research and pilot studies and the development of experimental schools. Each chapter concludes with a summary, study questions, and references for further study. The appendixes contain a questionnaire on sports preferences, a checklist for evaluation of program objectives, a list of sources for selected sports skill tests, and a checklist to aid those responsible for planning facilities. (MM)

ED 131 027 SP 010 586

Human Physiology and the Environment in Health and Disease: Readings from Scientific American.

Pub Date 76

Note—279p.; Most articles are available as separate offprints

Available from—W.H. Freeman and Company, 660 Market Street, San Francisco, California 94104 (HC \$14.00; SC \$7.00)

Document Not Available from EDRS.

Descriptors—Age, Biological Influences, Biology, Cell Theory, *Diseases, Ecology, Environmental Criteria, *Environmental Influences, Evolution, *Health, Higher Education, *Human Body, *Human Development, Human Engineering, Hygiene, Immunization Programs, Lead Poisoning, Light, Nutrition, Physical Environment, *Physiology, Stress Variables

This anthology of articles is designed to supplement standard texts for courses in human physiology, environmental physiology, anatomy and physiology, pathobiology, general biology, and environmental medicine. It focuses on the influences of the external environment on the body, the physiological responses to environmental challenges, and the ways in which these responses contribute to either health or disease. The articles

are organized into six sections, each preceded by a general introduction. The first four sections deal with the physiological effects of and responses to the nutritional, chemical, physical, and psychosocial environments. Next is a section discussing the immune defenses of the body, including responses to the microbial environment, reactions to cancer cells, and the problems of organ transplantation. The concluding section deals with the physiology of aging and brings together information and concepts from the earlier sections. The epilogue discusses the present evolution of man. (MM)

ED 131 028 SP 010 587

Horkheimer, Foley A., Comp.

Educators Guide to Free Health, Physical Education and Recreation Materials. A Multimedia Guide. Ninth Annual Edition.

Pub Date 76

Note—521p.

Available from—Educators Progress Service, Inc., Randolph, Wisconsin 53956 (No price quoted)

Document Not Available from EDRS.
Descriptors—*Audiovisual Aids, Filmographies, Films, Filmstrips, *Health, *Indexes (Locators), Instructional Films, *Instructional Materials, *Physical Education, *Recreation, Slides, Transparencies

Identifiers—Australia, Canada

This guide to free resource materials in health, physical education, and recreation was developed as a basic resource reference for instructors, coaches, recreation directors, and instructional materials center heads. It identifies selected existing resources (including films, filmstrips, slides, transparencies, tapes, scripts, and printed materials), which are currently available (1976). The guide is organized around seven sections: (1) the table of contents providing a curricular classification of the materials listed; (2) the body of the guide giving full information on each title by subject areas; (3) the title index listing specific references alphabetically; (4) the subject index; (5) the source and availability index providing the names and addresses of the organizations from which materials can be obtained, together with the page references for each individual item; (6) the Australian availability index indicating sources willing to supply free materials to Australia; and (7) the Canadian availability index indicating sources willing to supply free materials to Canada. Suggestions are offered for using the guide, and a sample letter for booking films and filmstrips and ordering other materials is provided. (MM)

ED 131 029 SP 010 588

De Landsheere, G.

The Irresistible Need for Educational Research.

Council for Cultural Cooperation, Strasbourg (France).

Pub Date Oct 76

Note—9p.; Paper presented at annual meeting of Council for Cultural Cooperation (8th, Strasbourg, France, June 10-11, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Change, Educational Innovation, *Educational Research, *Foreign Countries, *Futures (of Society), Research Committees, *Research Criteria, *Research Methodology, Research Problems, Research Utilization, Teamwork, Values

Identifiers—France

The function of research is to perfect the tools of education and to manufacture new ones. Research opens up perspectives and informs teachers. The whole of the education system and all its components should be investigated if research is to be comprehensive and successful. Highly qualified teams of researchers are essential, bringing a variety of interests, knowledge, and points of view. Education is a human venture and also a realm of contingencies; it is important that educational research take into account the teacher's cultural background, intellectual limitations, needs, frustrations, and the real problems faced in the classroom. Full understanding and communication between researchers and teachers must exist if change and action are to result from educational exploration, evaluation, and future planning. (JD)

ED 131 030 SP 010 590

Carroll, J. Gregory

An Experiment on the Effectiveness of Training for Teaching Assistants.

Pub Date 3 Sep 75

Note—25p.; Paper presented at the annual meeting of the American Psychological Association (84th, Washington, D.C., September 3, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Instruction, *College Teachers, *Educational Objectives, *Graduate Students, *Teacher Behavior, Teacher Education, *Teaching Assistants, Training Objectives, *Training Techniques

The results of this study show that an experimental training program for graduate teacher assistants (TAs) affected the observable teaching behavior of the participants in two respects—(1) participants made significantly greater use of instructional objectives and (2) they engaged in significantly more student-centered teaching. The subjects for this study were 19 novice TAs and 705 students enrolled in the introductory psychology course at Cornell University during the fall of 1975. The independent variable of this experiment was defined as TA participation in either an experimental or a control version of a seminar entitled, "The Teaching of Psychology." At random, ten TAs were assigned to the experimental group, and the other nine TAs were assigned to the control group. The experimental version of the seminar consisted of scheduled reading assignments on college teaching, at least two individual conferences for each TA with the course instructor, an individual video critique session for each TA, one unstructured group meeting with the course instructor, and five formal workshop sessions. The training program was designed by the investigator to encompass a broad range of teaching competencies. Several general skills related to overall course design were emphasized: (1) specifying instructional objectives; (2) utilizing objectives in the design of instruction and tests; and (3) making the cognitive levels of objectives congruent with the cognitive levels of instructional activities and tests. Specific skills were emphasized for facilitating student-centered discussions. The control version of the seminar consisted of fewer and unscheduled reading assignments, two unstructured group meetings with the course instructor, and the opportunity for each TA to view a videotape of his or her teaching, but alone and without any critique. (MM)

ED 131 031 SP 010 591

White, Philip L., Ed. Selvey, Nancy, Ed.
Let's Talk About Food. Answers to your Questions About Foods and Nutrition.

Pub Date 74

Note—282p.

Available from—Publishing Sciences Group, Inc., 162 Great Road, Acton, Massachusetts 01720 (No price quoted)

Document Not Available from EDRS.

Descriptors—Biochemistry, *Consumer Education, Consumer Protection, *Dietetics, Eating Habits, *Food Standards, *Health Education, Home Economics, Merchandise Information, *Nutrition, *Nutrition Instruction, Physical Fitness

This book on the subject of nutrition is written in the form of often-asked questions and detailed, informative answers. In ten chapters the following range of nutrition topics is covered: (1) meaning of RDA, nutrition labeling, calorie tables, nutrient density; (2) adequate diet, pregnancy, physical fitness, vitamins, diet for athletes, baby foods, vegetarians; (3) weight control, counting calories, low-carbohydrate diets, overweight children, fasting, gaining weight; (4) special diets, acne, diabetes, low-cholesterol foods, salt substitutes, allergy, bland diets; (5) nutrients, protein, amino acids, carbohydrates, roughage, fats, water requirements, minerals, anemia; (6) natural foods, organic foods, food fads, megavitamins, vitamin E, vitamin C, common cold, enzymes; (7) foods and their composition, honey and sugar, alcohol, coffee, chocolate, meat and meat substitutes, dairy products, vegetables, fruits, bread, cereals, seeds and nuts, soups, spices, kosher foods; (8) food myths, digestive upsets, false and misleading claims, caffeine, safety of foods, food poisoning; (9) food preparation and storage, choice of cookware, oils, fats, and frying, storing foods, cooking losses, food spoilage, leftovers; (10) food safety and consumer protection, food additives and chemicals, proper labels, wholesomeness of food, nutrition guidelines, inspection and grading, antibiotics, hazards in foods. (JD)

ED 131 032 SP 010 592

Walter, L. James And Others

Elementary and Secondary Masters Degree Program Revision. Progress Report II. Reactions from Area Educators.

Pub Date Sep 76

Note—19p.; For related document, see ED 124 553; Duplicate letters of invitation have been removed

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Degree Requirements, *Educational Assessment, Elementary Education, *Graduate Study, Masters Degrees, *Program Development, *Program Evaluation, *Questionnaires, Secondary Education, Teacher Education, *Teacher Education Curriculum

Identifiers—Indiana University South Bend

Reactions from local educators to the proposed combined Masters Degree Program in Elementary and Secondary Education at Indiana University, South Bend, were elicited in personal interviews, group meetings, written responses, and telephone conversations. Responses and questions are summarized according to the format of the program description under the fields: General Information, Entrance Requirements, Basic Core Area, Subject Matter Competence Area, Elective Areas of Concentration, Independent Study Project, and Summative Evaluation. A section for Additional Comments was constructed for responses not classifiable under the other headings. Appendixes include letters of invitation to selected educators, interview questionnaire, proposed program description, list of invited educators, and list of those attending group meetings. (MB)

ED 131 033 SP 010 593

Patriksson, Goran

Gymnastic Activities in School (the GAIS Project). National Swedish Board of Education, Stockholm.

Pub Date Sep 76

Note—16p.

Journal Cit—School Research Newsletter; n7 Sep 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Athletics, *Attitude Tests, *Educational Experience, *Elementary Education, Foreign Countries, *Physical Education, Questionnaires, *Student Attitudes, Student Experience

Identifiers—Sweden

Information concerning children's knowledge of and interest in sport and physical activities was sought in a study of the aims and methods of physical education instruction at elementary levels (age 7-12). Factors in the children's immediate environment, presumed to influence interest in physical activities, were also investigated. These include: the children's attitudes toward sport and gymnastics; the children's knowledge of and participation in sport; the children's physiological status; and the influence exerted by family, friends, and the local community on the children's attitudes towards physical activity. Information was acquired by several different methods. Motor capacity was explored by means of a test battery incorporating several different tests of strength, coordination, and circulation. Interests, attitudes, and experiences in physical education were determined by questionnaire and interview responses. The cognitive dimension of the children's conceptions of sport was tested with the aid of a specially constructed test that required the children to look at pictures of different sports and then identify the sport, its characteristics, and the rules of play. To supplement the information gathered from the children, parents completed questionnaires concerning the parents' leisure and sporting pursuits, sporting interests, attitudes towards their children's sporting activities, and appraisals of their children's physical status. The children's teachers completed a similar questionnaire. Final results are not reported in this document. (MM)

ED 131 034 SP 010 594

Evaluation of State University Laboratory Schools.

Florida State Dept. of Education, Tallahassee.

Pub Date 1 Oct 76

Note—53p.; For related document, see SP 010 595

Available from—Commissioner Ralph D. Turlington, State of Florida Department of Education, Tallahassee, Florida 32304 (No price quoted)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Educational Development, *Educational Research, *Laboratory Schools, *Program Evaluation, State Departments of Education, State of the Art Reviews, *State Surveys, *State Universities

Identifiers—*Florida

This report containing the evaluation of state university laboratory schools in Florida is part of a study of state coordination of research and development efforts for education in Florida. It includes: (1) recommendations from the 1969 study on laboratory schools by the State University System of Florida and a review of the current status of laboratory schools in Florida; (2) an introduction to the state of the art of laboratory schools on the national scene and in Florida; (3) a summary of criteria to be used in conducting a program review of laboratory schools, developed by the Office of Vice Chancellor for Academic Affairs, used in this evaluation; (4) findings and recommendations of the program review teams made in April and May 1976 during visits to the laboratory schools at the four host campuses; and (5) a summary of findings and concluding recommendations regarding laboratory schools in Florida. (MM)

ED 131 035 SP 010 595

Study of State Coordination of Research and Development Efforts for Education.

Florida State Dept. of Education, Tallahassee.

Pub Date 1 Oct 76

Note—52p.; For related document, see SP 010 594

Available from—Commissioner Ralph D. Turlington, State of Florida Department of Education, Tallahassee, Florida 32304 (No price quoted)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Educational Development, Educational Problems, *Educational Research, *Laboratory Schools, *State Departments of Education, State Legislation, *State Surveys, *State Universities

Identifiers—*Florida

A study of state coordinated research and development efforts for education in Florida public schools was conducted in response to proviso language in the 1976 Legislature's Appropriations Act. The study concluded that the continuation of campus laboratory schools could be justified only if their central mission became that of research and high risk experimentation, sharply focused on the search for solutions to persistent problems in teaching and learning. This report identifies the study's action needs, draws conclusions, and presents specific recommendations for department of education policy and program actions in educational research and development statewide. Part I of the report discusses the background of the study, presents the pertinent proviso language and definitions, and outlines some expected outcomes of a coordinated research and development effort in Florida. Official policies relevant to the education research and development activities are summarized in Part II. Part III (bound as a separate report) provides an evaluation of the laboratory schools. The current state of research and development activities in the Florida state system of public schools is discussed in Part IV. Part V presents information describing the primary advisory structures for educational research and development reporting to the Commissioner of Education. Part VI synthesizes the findings of the study, and Part VII presents conclusions and recommendations. (MM)

ED 131 036 SP 010 596

Advising on Needs in Teacher Preparation.

Michigan State Dept. of Education, Lansing.

Pub Date 73

Note—68p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Certification, Educational Certificates, Inservice Teacher Education, *Performance Based Teacher Education, *Preservice Education, *State Licensing Boards, State Standards, *Teacher Certification, *Teacher Education, Teacher Education Curriculum, Teacher Programs, Teacher Qualifications

Identifiers—Michigan

Current activities in the certification of teachers and the approval of teacher education programs in the state of Michigan are described. Alternative competency-based programs under development that have implications for local school inservice training programs and for later

certification actions are discussed. The development of a data base to aid the planning and coordination of preparation and certification programs is proposed. The report is organized around the discussion of and recommendations for three specific areas: (1) teacher certification, (2) new teacher production, and (3) competency-based teacher education. Appended are: a list of state approved teacher education program areas in Michigan's colleges and universities, a list of certificate approved program areas, a teacher preparation report list, and administrative rules governing the certification of Michigan teachers. (MM)

ED 131 037 SP 010 597

Swanson, David H. Denton, Jon J.
A Comparison of Remediation Systems Affecting Achievement and Retention in Mastery Learning.

Pub Date 76

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Case Studies (Education), Chemistry Instruction, Classroom Research, Compensatory Education, Educational Research, *Mastery Learning, *Program Effectiveness, *Remedial Instruction, Remedial Programs, *Retention Studies, *Secondary Education

Data from experiments with high school chemistry students revealed (1) that remediation positively influences cognitive achievement and retention, and (2) recycling, which introduces alternate materials and activities under teacher direction, provides more optimum learning conditions than repeating the learning activities and reviewing the reading materials previously encountered. The investigation involved a chemistry learning sequence with 53 eleventh- and twelfth-grade students for which tests were administered to measure both progress during the sequence and achievement and retention after the sequence. One of three types of remedial work was prescribed for those achieving less than mastery. Group one received treatment modeled after the Learning-for-Mastery System (small group study, peer tutoring, self study, discussions with the teacher). Group two received Personalized System of Instruction remediation (repeating reading and problem assignments, review notes, and laboratory reports). Group three received no further instruction on the objectives but was given optional assignments to improve grade level. An unannounced, delayed-achievement posttest was given 13 weeks later to elicit the retention data upon which the report was based. (MB)

ED 131 038 SP 010 598
1976 Databook: The Status of Education Research and Development in the United States.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—NIE-C-74-0098

Note—94p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Educational Development, *Educational Research, Educational Trends, *Federal Government, Financial Support, *Government Role, *Information Dissemination, Information Utilization, Instructional Materials, Local Government, Private Financial Support, *Research Utilization, State Government

This publication is intended as a useful summary of available basic information on educational research and development (R&D). It was planned for several audiences: the staff of the National Institute of Education; other personnel in federal, state, and local governments; members of Congress; researchers and developers; trainers; administrators of R&D programs; and interested members of the general public. The databook has seven chapters, beginning with the introduction. Chapter 2 presents a statistical overview of the status of American education which provides a context for the subsequent discussion of educational research, development, dissemination, and utilization. Chapter 3 describes the complementary sponsorship roles of federal, state, and local governments; federal coordination efforts; and foundation and commercial sponsorship of R&D in education. Three chapters dealing with the structure and process of educational R&D follow. Chapter 4 deals with the conduct of R&D; Chapter 5 with the dissemination of R&D

products; and Chapter 6 with the utilization of R&D products. These three chapters focus on organizations and personnel that provide capability for each R&D function, as well as on activities encompassed by each function. Chapter 7 begins a discussion of emerging factors that will affect educational R&D in the future. Tables are provided throughout for users who need quantitative details, and at the same time, the narrative highlights the major points supported by the quantitative information. Descriptions of many R&D products are included, and for those seeking greater detail, the bibliography identifies sources in which more extensive descriptions and tabulations appear. (MM)

ED 131 039 SP 010 599

Cooper, James M. And Others

Specifying Competencies for School Based Teacher Educators Through Task, Conceptual, and Perceptual Analyses. School Based Teacher Educators, Number 7.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date Nov 76

Note—25p.; Paper prepared as part of the project, Improving the Competence of School Based Teacher Educators Through CBTE Training and Credentialing Systems; For related documents, see ED 124 512-515, SP 010 599-601

Available from—School Based Teacher Educators Project, University of Houston, 466 Farish Hall, Houston, Texas 77704 (No price quoted)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Objectives, College Supervisors, *Cooperating Teachers, Educational Accountability, *Inservice Teacher Education, Performance, *Performance Based Teacher Education, *Preservice Education, Professional Continuing Education, Skill Analysis, *Task Analysis, Teacher Centers, *Teacher Educators, Teacher Role

Identifiers—School Based Teacher Educators, Texas

The School Based Teacher Educators Project (SBTE) had as one of its major goals the development of a set of competency specifications for the role of school based teacher educators. This paper describes the process that was used to identify the competencies. A number of different approaches have been advocated by various educators for identifying the competencies required for a given role—all of these approaches include some type of role or task analysis, review of research related to role functions, and an analysis of literature advocating new functions for the roles. The competencies presented in this paper were identified through the following process: (1) a comprehensive review of the literature related to inservice and preservice education which provided the basic information on the functions and tasks of the school based teacher educator's role; (2) interviews conducted with 19 supervisory personnel representing five school districts provided practicing professional's perceptions of the school based teacher educator role; (3) an initial list of competency statements was drawn, and to further analyze and validate the list, an external expert review was organized and conducted; (4) competency statements were again reviewed and revised several times. This paper concludes with a list of 20 competency statements along with the remark that at the time of the paper's writing more specific competency statements were still being developed. (MM)

ED 131 040 SP 010 600

Houston, W. Robert And Others

Credentialing School Based Teacher Educators: Bases for Decisioning. School Based Teacher Educators, Number 8.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date 76

Note—70p.; Paper prepared as part of the project Improving the Competence of School Based Teacher Educators through CBTE Training and Credentialing Systems; For related documents, see ED 124 512-515 and SP 010 599-601

Available from—School Based Teacher Educators Project, University of Houston, 466 Farish Hall, Houston, Texas 77704 (No price quoted)
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—College Supervisors, *Cooperating Teachers, Credentials, *Inservice Teacher Education, Performance Based Teacher Education, *Preservice Education, Professional Continuing Education, Teacher Centers, Teacher Certificates, *Teacher Certification, *Teacher Education, *Teacher Educator Education, Teacher Role

Identifiers—School Based Teacher Educators, Texas

The basic question addressed in this monograph is whether credentialing the preservice or inservice school based teacher educator is necessary and/or desirable. To study this question, a series of related issues were posed and investigated: (1) Is there a need for credentialing? (2) What institution would award the credential, and should recognition be local or statewide? (3) To what extent should individuals and institutions be required to participate in the credentialing system? (4) Would the credential be permanent or renewable? (5) What is the basis for the credential? (6) What procedures would determine the award of the credential? and (7) What would be the form of the credential? In Section I, each of the above issues is discussed. Section II reports a study of professional perceptions concerning each of these issues gathered from 152 educators. Texas teachers, administrators, and teacher educators in Houston, Galena Park, Abilene, Waco, and Tyler responded to a survey that was completed as part of a regularly scheduled professional meeting. The state Teacher Education and Standards Committee also completed the survey. Section III reports on the deliberations of 85 educators at a state SBTE conference in the spring of 1976. Twelve small groups worked independently to design a system for credentialing SBTE. Each of these proposals is described with general conclusions. Appendix A concerns the Credentialing/Recognition System for School Based Teacher Educators; Appendix B, the Recognition of SBTE; and Appendix C, a Recognition System for SBTE. (MM)

ED 131 041 SP 010 601

Houston, W. Robert And Others

School Based Teacher Educator Project: Report of First Year Activities, 1975-1976. School Based Teacher Educators, Number 9.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date 30 Jun 76

Note—96p.; For related documents, see ED 124 512-515 and SP 010 599-601

Available from—School Based Teacher Educators Project, University of Houston, 466 Farish Hall, Houston, Texas 77704 (No price quoted)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Cooperating Teachers, Credentials, *Inservice Teacher Education, Instructional Materials, Networks, Performance Based Teacher Education, *Preservice Education, Professional Continuing Education, Professional Recognition, Teacher Centers, Teacher Certificates, Teacher Certification, *Teacher Education, *Teacher Educator Education, Teacher Role

Identifiers—School Based Teacher Educators, Texas

The results of the research and planning activities for the first year's operation of the School Based Teacher Educator (SBTE) project are reported in this document. Two goals were established for the project. The first was to develop competency specifications and prototype training materials for the school based teacher educator. The second goal was to develop a cooperative network among Texas Teacher Centers for developing the SBTE role. Section I of this report explains the purpose of the project. Section II outlines the organization of the project as it works toward the second goal. The process for specifying competencies involved extensive analysis of the literature, interviews with persons engaged in SBTE, reactions of national experts and state educators, and considerations of clinical practice modes of operation; this process is summarized in Section III. The efforts of the Training Task Force in developing general guidelines for alternate procedures for preparing school based teacher educators are reported in Section IV. Section V explores the basic question of whether credentialing the school based teacher educator would increase competency. The project evaluation

tion is reported in Section VI. Section VII lists unpublished project documents that provide greater detail on each project activity. The Recognition System for SBTE is appended. (MM)

ED 131 042 95 SP 010 602
Alternatives: An Annotated Bibliography of Selected Topics Related to Alternative and In-Service Education (1973-76).

Office of Education (DHEW), Washington, D.C.
 Teacher Corps.

Pub Date 76

Note—63p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Alternative Schools, *Annotated Bibliographies, *Bibliographies, Boards of Education, Community Involvement, Cross Cultural Studies, Curriculum Development, *Educational Alternatives, Educational Counseling, Educational Environment, Educational Facilities, Educational Finance, *Educational Trends, *Inservice Teacher Education, Open Education, Public Libraries, Social Change, Social Values, Special Education, Student Attitudes, Teacher Behavior, Teacher Role, Teaching Methods, Team Teaching

This bibliography cites recent periodical literature concerning alternatives in education and in-service teacher education. It is divided into two sections—an annotated bibliography and a cited bibliography. Over 500 titles are indexed under 38 subheadings. (MM)

ED 131 043 95 SP 010 603

Levitov, Betty, Ed.

Licensing and Accreditation in Education: The Law and the State Interest.

Study Commission on Undergraduate Education and the Education of Teachers, Lincoln, Nebr. Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date 76

Note—173p.

Available from—Nebraska Curriculum Development Center, Andrews Hall, University of Nebraska, Lincoln, Nebraska 68588 (No price quoted)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Academic Standards, *Accreditation (Institutions), *Educational Legislation, Employment Qualifications, Equal Opportunities (Jobs), Federal Legislation, *Performance Based Teacher Education, State Legislation, *State Licensing Boards, Summative Evaluation, *Teacher Certification, *Teacher Education, Teacher Employment, Teacher Qualifications

The legal implications of competency-based teacher education were the subject of a conference sponsored by the Multi-State Consortium on Performance Based Teacher Education. Representatives from state departments of education and their legal advisors met with a panel of consultants to discuss licensing and accrediting of teachers. The issues raised were: (1) What does the litigation say about new directions in licensing teachers and accrediting teacher education? (2) What does research say about what can be done to provide competent practitioners for classrooms and school leadership roles? The eight essays in this book evolved from the groundwork laid at this conference. The following subjects are examined: "The Law, the Courts, and Teacher Credentialing Reform," by Michael A. Rebell, a lawyer specializing in education law; "Techniques and Criteria for Designing and Selecting Instruments for Assessing Teachers," by Paul S. Pottinger, a clinical and social psychologist, Senior Associate and Director of Assessment Systems at McBer and Company in Boston, Mass.; "State Interest and Teacher Education Program Approval," "General Description of the Activities Associated with Reviews of Institutions and Programs," "Character and Use of Evidence in Program Approval," and "Due Process for Institutions and Students: Implications for Periodic Reviews," by Dr. Lawrence D. Freeman, Director of Teacher Education Program Approval, Illinois Office of Education; "Research Lags and Institutional Barriers Affecting Competency-Based Teacher Education Implementation" and a summation and report on the work of the conference by Sheila Huff, Research Fellow at the Educational Policy Research Center, Syracuse Research Corporation. (JD)

ED 131 044

Hart, Marie

Sport in the Sociocultural Process. Second Edition.

Pub Date 76

Note—506p.

Available from—Wm. C. Brown Company Publishers, 2460 Kerper Boulevard, Dubuque, Iowa 52001 (No price quoted)

Document Not Available from EDRS.

Descriptors—*American Culture, Athletes, *Athletics, *Conceptual Schemes, Life Style, Physical Education, Political Influences, *Social Change, *Social Systems, *Sociocultural Patterns, Socioeconomic Influences, Womens Athletics

Identifiers—Sport Sciences

This anthology is an introduction to the sociocultural study of sport for those in physical education, sociology, anthropology, or any other study of human behavior in the social process. Part I provides a cultural framework, a series of definitions, and some understandings of the cultural setting of sport in American society as an orientation to the subsequent topics discussed. Social systems and people in American sport are considered in the second part. Several theories and models for analyzing sport are presented. Some of the many directions that sport can take because of political views and demands are explored. The economics of sports is discussed with regard to promoters and taxpayers in the super stadium game, the tennis industry, the sporting goods market, and prize money for women athletes. Education is viewed broadly in terms of physical education programs to encourage sociocultural change, the Olympics and their educational ideas, and Title IX. Women in sport are discussed in a perspective that illustrates the cultural situation. The final section gives specific attention to several ethnic groups, including the black athlete. (MM)

ED 131 045

Singer, Robert N. And Others

Laboratory and Field Experiments in Motor Learning.

Pub Date 10 Mar 75

Note—270p.

Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois (\$19.95)

Document Not Available from EDRS.

Descriptors—Experimental Psychology, Fatigue (Biology), Feedback, Human Body, Kinesthetic Perception, *Motor Development, Perceptual Motor Coordination, Perceptual Motor Learning, Performance, *Psychomotor Skills, Reaction Time, *Research Methodology, Skill Analysis, Skill Development, *Statistical Analysis, Stress Variables

This manual for research in motor learning was written for scientifically based physical educators, experimental psychologists, and others interested in the investigation of learning and performance phenomena associated with skill acquisition. Laboratory and field experiments are presented that can be run with or without the presence of a formal laboratory or equipment. The first chapter imparts the minimum research tools necessary to interpret and statistically analyze the data obtained from the experiments presented in this manual, and it provides a discussion of research design pertaining to the experiments in the manual. The subsequent chapters present twenty experimental units including a review of the related literature, a bibliography, techniques for collecting and analyzing data, sample charts for recording the data, and illustrations and photographs. Topics for experiment include: bilateral transfer; feedback; reaction time and movement time; massed and distributed practice; task generality vs. specificity; mental practice; whole and part practice methods; speed and accuracy; motivation; inter-task transfer; simple reaction time; stress; social facilitation; effects of supplementary cues; abilities and performance; level of aspiration; fatigue; kinesthetic aftereffects; overlearning and retention; and short-term memory. (MM)

ED 131 046

Willerman, Marvin

Experience, Effectiveness and the Urban High School Subculture.

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

SP 010 604

Descriptors—*Athletic Coaches, Athletic Programs, Athletics, *Evaluation Criteria, *Faculty Mobility, Physical Education, Physical Recreation Programs, *Secondary Education, Teacher Dismissal, Teacher Evaluation, *Tenure

Identifiers—Eitzen (Stanley D), Illinois (Chicago), Yetman (Norman R)

A survey of win-loss records and length of coaching tenure for thirty Chicago public high schools reveals no relationship between tenure length and team effectiveness. The overall winning percentage of a team does not seem to be the determining criterion of coaching effectiveness at the high school level, and personnel changes are probably the result of factors other than poor winning records. Analysis of coaching change and team effectiveness support the Eitzen and Yetman analysis that a poor team will probably improve its record with or without a coaching change. (MB)

ED 131 047

Caliendo, Nat S., Jr.

Institutional Self-Assessment Guide in Intercollegiate Athletics.

Pub Date 3 May 76

Note—59p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Administrative Personnel, *Athletic Programs, Athletics, Demography, Extramural Athletic Programs, *Intercollegiate Programs, Intramural Athletic Programs, Physical Education, *Program Evaluation, Womens Athletics

Identifiers—*Education Amendments 1972 Title IX

The guide is designed to help administrators of intercollegiate athletic programs review policies, procedures, and practices to determine if they are in compliance with Title IX's attendant regulations. The document addresses those areas of intercollegiate athletic program offerings that the Department of Health, Education, and Welfare has stipulated in the Title IX Regulations. The document is divided into three basic areas: Area I is designed to obtain institutional demographic information that proves helpful in the determination of funding consideration. Area II investigates policies, practices, and procedures governing thirteen aspects of intercollegiate athletic program offerings and services. Following each subsection in this area, administrators have the opportunity to provide a statement to support their determinations of compliance or noncompliance. The document also offers the opportunity to present institutional plans to address noncompliance. Area III is designed to determine the projected impact of Title IX on men's and women's programs. (Author)

ED 131 048

Ecker, Tom

Track and Field Dynamics. Second Edition.

Pub Date 74

Note—112p.; For related document, see SP 010 609

Available from—Tafnews Press, Book Division of Track and Field News, P.O. Box 296, Los Altos, California 94022 (No price quoted)

Document Not Available from EDRS.

Descriptors—Athletes, *Athletic Coaches, *Athletics, Exercise (Physiology), *Human Body, *Motion, Physical Activities, Physical Education, *Physics, *Track and Field

Track and field coaching is considered an art embodying three sciences—physiology, psychology, and dynamics. It is the area of dynamics, the branch of physics that deals with the action of force on bodies, that is central to this book. Although the book does not cover the entire realm of dynamics, the laws and principles that relate directly to track and field coaching, or that are necessary as background information, are included. The language is simplified, and some of the physics terminology has been altered (a glossary is appended). Principles discussed, with practical applications and photographs, include: motion; center of mass, curves of flight; axes; momentum; inertia; conservation of rotary momentum; turns from the ground; aerial turns; inertial axes; falling bodies; secondary axes; action-reaction on the ground; and centrifugal force. A bibliography is included. (MM)

ED 131 049

Ecker, Tom

Track and Field: Technique Through Dynamics.

Pub Date 76

SP 010 607

SP 010 605

SP 010 608

SP 010 606

SP 010 609

Note—127p.; For related document, see SP 010 608

Available from—Tafnews Press, Book Division of Track and Field News, Box 296, Los Altos, California 94022 (No price quoted)

Document Not Available from EDRS.

Descriptors—*Athletes, *Athletic Coaches, *Athletics, Exercise (Physiology), Human Body, *Motion, Physical Education, *Physics, *Track and Field

This book was designed to aid in applying the laws of dynamics to the sport of track and field, event by event. It begins by tracing the history of the discoveries of the laws of motion and the principles of dynamics, with explanations of commonly used terms derived from the vocabularies of the physical sciences. The principles and laws of dynamics are then applied (through discussion, photographic display, and coaching tips) to: sprinting; sprint relay racing; hurdling; high jumping; long jumping; triple jumping; pole vaulting; shot putting; discus throwing; javelin throwing; hammer throwing; and equipment selection. A bibliography is appended. (MM)

ED 131 050 SP 010 610

Casso, Henry J.
Bilingual/Bicultural Education and Teacher Training. NEA Professional Studies Series.

ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Education Association, Washington, D.C.

Pub Date 76

Note—97p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Biculturalism, *Bilingual Education, Bilingual Schools, Bilingual Students, *Bilingual Teachers, Civil Rights Legislation, Cultural Awareness, Cultural Background, Cultural Differences, Cultural Factors, *Cultural Pluralism, Culture Contact, Educational Legislation, *Educational Policy, Inservice Teacher Education, Minority Groups, Multilingualism, Mutual Intelligibility, Non English Speaking, Preservice Education, Second Language Learning, Spanish Speaking, Teacher Education

Bilingual/bicultural education in the United States is undergoing a renaissance founded on the notions of (a) equality of educational opportunity and (b) accountability in public education. The first section of this monograph examines the significant causes for this renaissance. It is pointed out that although great strides have been made in a relatively short time, it is erroneous to conclude that the bilingual/bicultural education movement is proceeding smoothly; there has been and will continue to be great opposition to its concept, philosophy, and practice. Both sides of the issue are treated in Section II, aptly titled, "The Controversy in Bilingual/Bicultural Education: Melting Pot vs. Cultural Pluralism." Most administrators, counselors, teachers, and teacher educators, we are reminded, have been trained under the melting pot theory, which is now being challenged. Section III discusses implications for bilingual/bicultural teacher training, including: guidelines for improvement of teacher training; teacher views of bilingual/bicultural education; and responses of teacher training institutions in training bilingual personnel. Section IV reviews ERIC publications concerning bilingual teacher training and presents recommendations based on an ERIC search. Seven appendixes offer: (1) approved bilingual education fellowship programs; (2) office of bilingual education grant awards; (3) location of Lau Centers in the United States and states served; (4) major U.S. Commission on Civil Rights hearings for various linguistically and culturally distinct peoples; (5) guidelines for the preparation and certification of teachers; (6) random sample of institutions in the Southwest that have teacher education programs; and (7) bibliography of ERIC publications. (MM)

ED 131 051 SP 010 611

McTaggart, Aubrey C. McTaggart, Lorna, M.
The Health Care Dilemma. Second Edition.

Pub Date 76

Note—375p.

Available from—Holbrook Press, Inc., 470 Atlantic Avenue, Boston, Massachusetts (No price quoted)

Document Not Available from EDRS.

Descriptors—*Consumer Education, Dentistry, *Health Facilities, Health Insurance, *Health Occupations, *Health Services, Hospital Personnel, *Hospitals, Medical Services, *Medical Treatment, Nurses, Nursing Homes, Paramedical Occupations, Physicians, Public Health, Public Health Legislation

The purpose of this book is to provide useful information about the components of quality health care and to suggest ways for the consumer to find and avail himself of the best care possible. The following subjects are covered, including brief histories of sociological background and suggestions on how to judge competency: (1) physicians, specialists, American Medical Association; (2) dentists, American Dental Association, new trends in dentistry; (3) nursing, characteristics of nurses, nursing as a career; (4) osteopathy, chiropractic, podiatry, Christian Science; (5) allied health personnel, assistants, aides, administrators; (6) health maintenance organizations, group health plans; (7) hospitals, hospital accreditation, new trends in hospital care; (8) prescription drugs, Food and Drug Administration, drug prices; (9) emergency medical services; (10) medicare and medicaid; (11) nursing homes; (12) voluntary health agencies; (13) the public health department; (14) consumerism in health care. Four appendixes are short essays on: (A) arranging the first visit to a doctor; (B) sources of information on health careers; (C) priority items of public law extracted from the Health Planning and Resources Development Act of 1974; (D) a patient's bill of rights. Tables in the section on medicare list what medicare can and cannot pay for. (JD)

ED 131 052 SP 010 612

Wilt, Fred

Run Run Run.

Pub Date 76

Note—281p.

Available from—Track & Field News, Inc., Box 296, Los Altos, California 94022 (No price quoted)

Document Not Available from EDRS.

Descriptors—Athletes, *Athletic Coaches, Exercise (Physiology), Foreign Countries, *Physical Education, Physical Fitness, Psychomotor Objectives, *Running, *Track and Field, Trainers, Training Objectives, *Training Techniques

This guidebook is written for coaches of runners competing in both crosscountry and track. The techniques of training athletes in this sport are described with emphasis placed on why certain methods are successful as well as how they are accomplished. The methods of training runners of different ages and varying experience are discussed. Articles written by running coaches from the following countries are included: West Germany, Sweden, Poland, Britain, Borneo, Yugoslavia, India, Australia, New Zealand, Russia, and South Africa. Detailed charts describe what should be demanded and accomplished on a day-to-day basis and also what progress should be expected of a runner monthly throughout a year of training. (JD)

ED 131 053 SP 010 613

Gans, Thomas G.

Students' Performance in M. Ed. Programs at the Cleveland State University, 1968-1975.

Pub Date 76

Note—58p.; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Achievement, Academic Standards, Admission (School), *Declining Enrollment, Educational Demand, Educational Supply, Enrollment, Enrollment Influences, Enrollment Trends, Expectation, Graduate Study, Masters Degrees, *Participant Satisfaction, Performance, Program Evaluation, *Schools of Education, Student Characteristics, *Student College Relationship, Teacher Education, *Teachers Colleges

Identifiers—*Cleveland State University

The College of Education of the Cleveland State University opened its first graduate program in 1968. The purpose of the study reported here is to provide information for reflection about the college's past performance and for planning new directions in its graduate programs. The study uses information from college and university records, organized so that it shows what has happened in the college's graduate programs and to the students who enrolled in them. The findings are organized around four topics: (a) patterns of

admissions; (b) student characteristics; (c) student performance and progress; and (d) predicting student performance. It was found that the College of Education, over the eight years reviewed here, admitted a very large, diverse group of students to graduate study. It graduated, or is likely to graduate, only a small portion of those students. The reasons for most of the student attrition remain unknown; this study has only shown the magnitude of attrition and that the reasons for it are not academic. (MM)

ED 131 054 95 SP 010 614

Training Educational Leaders; A Search for Alternatives. Report of the Leadership Training Institute on Educational Leadership, 1969-1975.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—154p.

Available from—Institute for Educational Leadership, 1001 Connecticut Avenue N.W., Suite 310, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Administrative Change, *Administrative Personnel, *Administrative Problems, *Administrator Education, Administrator Responsibility, Administrator Role, *Educational Administration, Educational Development, Educational Needs, Educational Trends, Federal Programs, Governance, *Government Role, *Leadership Training, Management Development, State Federal Aid

Identifiers—Leadership Training Institute

This report of the Leadership Training Institute (LTI) on Educational Administration consists of 5 papers assessing the problems facing educational leaders today. The papers, presented at a 1975 conference sponsored by the LTI to assess the federal contribution to administrator education, discussed the kinds of training and experience administrators need and what the federal government role should be in leadership preparation. No consensus was sought, but several themes emerged: (1) the nonpolitical, placid world of educational administration is now filled with turmoil and conflict; (2) the new activism by educational consumers suggests that educational leadership may be too narrowly defined; (3) traditional, university-based administration programs are out of touch with the reality of public schools, especially urban schools, and do not fully and properly prepare educational leaders for the world in which they must operate; and (4) because of its investment in education, and because of current and future needs, the federal government does have a role in the preparation of educational leaders. Discussion centered on concerns that should be taken into account in refining the federal role. (MB)

ED 131 055 95 SP 010 615

Collet, LeVerne S. And Others

Formative and Summative Evaluation of the FEHR-Practicum Training Module. Final Report.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-2-0035

Pub Date Jun 75

Grant—OEG-0-72-0529

Note—303p.

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Programs, Educational Research, Educational Technology, Formative Evaluation, Game Theory, *Practicums, *Program Evaluation, *Research Tools, Simulated Environment, *Simulators, Summative Evaluation, Technological Advancement

Identifiers—FEHR Practicum, Formative Evaluation Heuristic Research Practicum

The purpose of this project was to evaluate the FEHR (formative evaluation and heuristic research) Practicum training model, a computerized simulation providing practical experience in decision-oriented educational research and evaluation. The report is organized into five chapters. Chapter one contains an introductory discussion of the needs and purposes served, a description of a practicum session, and specifications for each of the physical components of the system. Chapter two contains a description of the computer program which generates FEHR Prac-

tium Data, and presents evidence of its portability and adaptability. Chapter three describes the evolution of the present set of simulation problems and provides evidence of the internal validity of each problem. Chapter four presents the results of the empirical evaluation of the FEHR Practicum system in a variety of instructional roles. The fifth and final chapter provides a summary of the evidence regarding the system's effectiveness and discusses the implications for its dissemination and use. The findings provide evidence that, correctly used, the FEHR system can be useful in teaching research/evaluation skills. Its flexible form has proven quite effective for creative instructors who are willing to adapt their methods to the problem-solving mode that is most compatible with the FEHR system. The definitive finding of the evaluation was that FEHR projects are most effective when they are an integral part of a training curriculum teaching research/evaluation techniques and principles in a problem-solving discovery mode. (MB)

ED 131 056 SP 010 616

Tainton, Barry E. Turner, Terence J.
Transfer Systems: The Opinions of Queensland Teachers. Evaluation Series.

Queensland Dept. of Education, Brisbane (Australia).

Pub Date Jun 76

Note—46p.; Study conducted by the Committee Investigating a Teacher Transfer System

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Educational Problems, Faculty Mobility, *Foreign Countries, *Incentive Systems, National Surveys, Premium Pay, Questionnaires, Salary Differentials, *Teacher Attitudes, Teacher Employment, Teacher Motivation, Teacher Placement, *Teacher Transfer, Teaching Conditions
Identifiers—*Australia (Queensland)

Data from research conducted by the Department of Education, Queensland, shows that over 90% of the state's teachers support an entirely voluntary system of transfer, 68% favor obligatory transfer for positions that cannot be filled by volunteers, and 45% support a completely compulsory scheme of teacher transfer. A sample of 957 teachers were questioned on (1) alternative systems of transfer, (2) factors influencing the choice of teaching site, (3) factors exempting a teacher from remote area service, (4) incentives that might attract teachers to unpopular service areas. Factors influencing teachers in their choice of assignment site were the availability of educational facilities for their children, employment or tertiary education for children, cost of living, employment for spouse, proximity to friends and family, cultural and professional facilities. Listed as exemption factors were ill health, sole support of parent, university attendance, education needs of teacher's children, and marriage of female teachers. Incentives thought influential were salary loading, housing, long service leave, travel, and family education concessions. (MB)

ED 131 057 95 SP 010 617

Anderson, Ronald S.
Education in Japan: A Century of Modern Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-74-19110

Pub Date 75

Contract—OEC-0-73-2737

Note—411p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01339-8, \$3.70)

EDRS Price MF-\$0.83 HC-\$2.09 Plus Postage.

Descriptors—Asian History, Asian Studies, Curriculum Development, Developed Nations, Educational Administration, *Educational Experiments, *Educational History, Educational Legislation, *Educational Philosophy, Elementary Secondary Education, *Foreign Countries, Foreign Culture, Higher Education, *Organizational Development
Identifiers—*Japan

The history of education in Japan from feudal to modern times is covered in this book. The Japanese educational system has played a crucial role in that country's development during the past century, and a study in this field provides an understanding of the close relationship between the schools, society, and culture. Four broad

areas of interest are discussed: (1) the history of the country and changes in its traditions and values; (2) the development of education, the impact of influence from the western world, and gradual changes in structure and emphasis in the schools; (3) a look at education in contemporary Japan, its organization from kindergarten through university; (4) the problems facing the modern educational system, teacher and pupil unrest, and administrative reaction resulting in reforms and plans for the future. Text tables are included with curriculum outlines detailed. Charts demonstrate the structure of the educational system and the organization of the administrative system. Appendixes deal with laws and codes governing the educational system. (JD)

ED 131 058 95 SP 010 618

George, Betty Stein

Education in Ghana.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-75-19119

Pub Date 76

Note—293p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01446-7, \$3.35)

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*African Culture, *Comparative Statistics, *Developing Nations, *Educational Administration, *Educational Development, *Educational History, Foreign Culture, Statistical Analysis, Statistical Data, Student Teacher Ratio, Teacher Certification, Teacher Education

Identifiers—*Ghana

This study, after introducing Ghana's history and people, traces the story of educational development since 1951 and describes the present formal educational system. The subject is divided into four categories of consideration. First, the development of education over the years from colonial times through the modern system that has evolved is discussed. Second, a description of the administration and financing of education is outlined. Third, there is presented a detailed outline of the schools and their programs of study from the elementary through the university level. There is a final summation of enrollment and output patterns, educational expansion, and opportunities. Comprehensive tables provide comparative statistics on the numbers and percentages of those involved in the educational process: past and current student enrollment; government expenditures; actual time spent in the classroom; number of trained and untrained teachers; certification of teachers; and degrees available in higher learning. An appendix of selected references is supplied. (JD)

ED 131 059 SP 010 619

Goddu, Roland

Materials for Documenting and Evaluating School Practice.

New England Program in Teacher Education, Durham, N.H.

Pub Date 76

Note—22p.

Available from—New England Program in Teacher Education, Box 550, Pettee Brook Offices, Durham, New Hampshire 03824 (No price quoted)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Rating Scales, Behavior Standards, Classroom Observation Techniques, Educational Objectives, *Educational Practice, *Evaluation Methods, *Formative Evaluation, Lesson Observation Criteria, Program Effectiveness, *Quality Control, Self Evaluation

Requests for evaluation instruments measuring program quality rather than program content have required the development of new measuring procedures. Two sets of materials are presented in this report—the first to identify objectives and expected outcomes for school programs and persons in the school, and the second to identify the actual climate and learning opportunities provided by the school and the resultant school and student growth. Forms in Set I are: (1) Form for Relating Mission to School Program; (2) Form for Relating Objectives to Outcomes; and (3) Form for Describing Program. Set II contains four evaluation instruments: (1) Report of Program Offering; (2) Classroom Observation Schedule; (3) Form for Rating Students and

School on Key Dimensions; and (4) Form for Community Rating. (MB)

ED 131 060 SP 010 620

Huenemann, Ruth L. And Others

Teenage Nutrition and Physique.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Nutrition Foundation, Inc., Washington, D.C.

Pub Date 14 Aug 74

Note—241p.

Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois (\$9.75)

Document Not Available from EDRS.

Descriptors—Body Image, Body Weight, *Cross Sectional Studies, Eating Habits, Growth Patterns, *Longitudinal Studies, *Nutrition, Physical Activities, *Physical Characteristics, Physical Fitness, Physical Health, Physiology, Research Methodology, *Teenagers
Identifiers—California (Berkeley), *Obesity

Body size, composition, and conformation in a teen-age population, and associated factors were studied to obtain useful data for planning programs in public health nutrition. This book describes the purpose, methods, and findings of this four-year longitudinal and cross-sectional study conducted in Berkeley, California, during the years 1961 to 1965. Subjects numbered roughly 1,000 teenagers each year, studied at successive grade levels from nine through twelve. Body composition and conformation were assessed annually for the entire sample, as were subjects' views regarding body size and shape, food, and activity. Definitive studies of body composition, food intake, and activity were conducted with a subsample of approximately 200 subjects. Eight aims of the study were: (1) to determine anthropometric measurements over a four-year period; (2) to obtain a measure of food intake and physical activity to determine possible associations between these and composition, conformation, sex, age, race, and socioeconomic status; (3) to utilize the body measurement data to substantiate a set of principles regarding composition, conformation, and growth; (4) to determine the prevalence of obesity, the time of onset, and, if possible, the relative effects of food intake and physical activity on its occurrence; (5) to determine associations between body measurements and performance as indicated by standardized physical performance tests, school attendance, and grades; (6) to test the feasibility of the study's methodology in a public school setting; (7) to validate the accuracy of the methodology; and (8) to learn something of the teenagers' attitudes toward body size, food intake, and physical activity. Statistical data, regression equations, forms used in the study, and case histories are appended. (MM)

ED 131 061 SP 010 621

Gmur, Ben C. And Others

Making Health Decisions. Second Edition.

Pub Date 75

Note—338p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (No price quoted)

Document Not Available from EDRS.

Descriptors—Alcohol Education, Disease Control, Drug Abuse, Drug Education, Health, *Health Education, Health Occupations Education, Human Body, Hygiene, Mental Health, Nutrition Instruction, Physical Health, *Secondary Education, Sex Education, Sexuality, Smoking, *Special Health Problems, Tobacco, Venereal Diseases

Health problems are the focus of this text for junior and senior high school students. Information about anatomy and physiology is provided only to the extent that it will enhance understandings of or solutions to health problems; however, a series of anatomical drawings is included near the center of the book for easy reference. Each chapter is organized around key ideas and concluded with a list of vocabulary terms for study, problems to solve, concept-oriented questions, enrichment activities, and further readings. Subjects covered include: (1) developing a concept of health; (2) promoting mental health; (3) growing toward maturity; (4) developing an understanding of sexuality; (5) developing sound nutritional practices; (6) promoting oral health; (7) achieving vitality for living; (8) preventing misuse of alcohol; (9) the

problem of tobacco; (10) drug abuse; (11) preventing and controlling communicable diseases; (12) chronic illnesses; (13) environmental contamination; (14) living safely; (15) selecting medical products and services; (16) health careers; and (17) solving future health problems. A glossary is appended. (MM)

ED 131 062 95 SP 010 622
Staff Development Workbook for Classroom Teachers and Principals.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 76
Grant—NIE-G-00-0160; NIE-G-3-0979
Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Continuous Learning, Emotional Development, Inservice Programs, *Inservice Teacher Education, Maturation, *Personal Growth, *Self Actualization, Student Teacher Relationship, Teacher Administrator Relationship, Teacher Education

Personal growth and professional growth are the main areas of concern dealt with in this workbook. Developed from teacher identified "components of growth," the text is organized around the concepts of awareness/reflection, trust, risk, conflict, working plans, and opportunities for growth. The document is designed to encourage reflection of concerns the user experiences and to stimulate continual development through personal use or with small group discussion. Appendixes contain a discussion of the value of teacher, parent, and child interviews as a basis for staff development and a suggested format for each. (MB)

ED 131 063 SP 010 624

Reavis, Charles A. Derlega, Valerian J.
Test of a Contingency Model of Teacher Effectiveness.

Pub Date [72]
Note—34p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Affective Behavior, Control Groups, Educational Research, *Effective Teaching, Group Behavior, Leadership Styles, Reactive Behavior, *Response Style (Tests), *Student Teacher Relationship, Task Analysis, Teacher Attitudes, *Teacher Education, *Teaching Styles

The basic theory that the teacher style required for effective learning in the classroom is contingent on the favorableness of the group situation was tested in a controlled experiment. Eight groups of eighth-grade boys were assigned to two teachers, four groups for each. Two hypotheses were under examination: (1) A task-oriented teacher will be more effective in terms of student learning in a situation that is unfavorable rather than favorable for being a teacher; (2) A person-oriented teacher will be more effective in a situation that is favorable rather than unfavorable for being a teacher. The test studied the interrelationship between teacher style and situational factors with student performance. The subject was word imagery. The task-oriented teacher gave directions one step at a time, criticized and praised individuals, remained aloof from the group, and determined how the session should be conducted. The person-oriented teacher explained the subject, criticized and praised the group as a whole, and conducted the session democratically as a member of the group. While statistically accurate measurement of pupil achievement under the different teaching styles and situations were not obtainable, a general conclusion was reached. The implication was that teacher education students should be taught to vary their teaching style according to the favorableness of the teaching situation. Appendixes include the test given to the students after the teaching session; instructions to the two teachers; and a form for the students to use in evaluating the experience. (JD)

ED 131 064 SP 010 625

Hoover, Kenneth H.
The Professional Teacher's Handbook. Second Edition. A Guide for Improving Instruction in Today's Middle and Secondary Schools.
Pub Date 76
Note—408p.

Available from—Allyn and Bacon, Inc., 470 Atlantic Ave., Boston, Massachusetts 02210 (No price quoted)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, Classroom Techniques, Cultural Differences, Educational Development, *Educational Methods, Educational Objectives, *Educational Strategies, *Effective Teaching, Individualized Instruction, Instructional Materials, *Junior High Schools, Problem Solving, *Professional Continuing Education, Reading Development, *Secondary Education, Small Group Instruction, Teaching Guides, *Teaching Methods, Teaching Skills, Teaching Techniques

Identifiers—Values Education

This is a comprehensive handbook of instructional methodology for teachers in middle and secondary schools. It is divided into four major units: (1) preinstructional activities; (2) conventional methods and techniques: focus upon the individual; (3) conventional methods and techniques: focus upon the group; and (4) contemporary instructional developments and trends. Each unit contains a selected bibliography and listings of films, filmstrips, overhead transparencies, and free and inexpensive learning materials. A list of general sources of free and inexpensive learning materials is also provided. This is an updated looseleaf edition of an earlier work by the same author. New material consists of four chapters on the subjects of (1) maintaining effective class control: discipline problems; (2) developmental reading techniques; (3) drill or practice procedures; (4) evaluation and reporting procedures. The new chapters reflect the current trend toward increased emphasis on the basics of teaching and learning. Each chapter features basic, fundamental properties; a basic instructional procedure; values and limitations; and method illustrations in different subject fields. (JD)

ED 131 065 SP 010 626

Roberts, Jean Ludford, Jacqueline
Skin Conditions of Youths 12-17, United States. Vital and Health Statistics; Series 11, Number 157.

National Center for Health Statistics (DHEW), Rockville, Md.

Report No.—DHEW-HRA-76-1639

Pub Date Aug 76

Note—74p.

Available from—National Center for Health Statistics, Room 8-20, 5600 Fishers Lane, Rockville, Maryland 20852, Attn: M. Flaer (Single copies free); Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.30)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Adolescents, Disease Rate, *Health Conditions, *National Surveys, Physical Health, Statistical Data

Identifiers—*Acne, *Dermatology, Pediatric Dermatology, Pediatrics, Skin Diseases

This report of the National Center for Health Statistics presents national estimates of the prevalence of facial acne and other skin lesions among noninstitutionalized youths aged 12-17 years by age, race, sex, geographic region, population size of place of residence, family income, education of parent, overall health, indications of stress, selected health habits, and physiological development. The estimates are based on direct examination findings from the Health Examination Survey of 1966-70 among a national probability sample of 7,514 youths representative of the 22.7 million youths of the U.S. population. Major findings of the report include: (1) only about 28% of U.S. youths 12-17 years of age have essentially normal skin without significant scars or lesions; (2) facial acne is about as prevalent among girls as boys, but tends to start earlier and be less severe in girls; (3) of those affected, only 11% had seen a doctor; (4) white youths are slightly more likely than Negro youths to have moderate to severe facial acne, but less likely to have mild conditions. Extensive reference list, detailed tables of findings, statistical notes, glossary of terms, and survey instruments are included as appendixes. (MB)

ED 131 066 SP 010 627

Vincent, William John
Elementary Statistics in Physical Education.
Pub Date 1 Nov 76
Note—193p.

Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois (\$16.50)

Document Not Available from EDRS.

Descriptors—Analysis of Variance, Correlation, Nonparametric Statistics, *Physical Education, School Statistics, Secondary Schools, Statistical Analysis, *Statistics, Tables (Data), *Teacher Education

This text is designed for undergraduate courses in statistics or tests and measurements in physical education. It covers basic statistical concepts such as frequency distributions; graphs and curves; percentiles; measure of central tendency and variability; correlations; t tests; special applications of t tests for unequal, small, or correlated groups; Chi square; and simple analysis of variance. Included are both parametric and nonparametric applications of these concepts. Throughout the book, examples and situations are taken from physical education data and solutions to the problems are presented as would be found in the secondary school setting. Formulas are presented and explained for the typical student majoring in physical education. Theoretical discussions are kept to a minimum. One chapter presents a review of mathematical applications of the four basic functions, square roots, and algebraic equations. Comments are made about the use of electronic calculators and how they can assist the student of statistics. The final chapter on the application of statistical tools to typical secondary school teaching situations offers assistance for improving evaluation in grading techniques and shows how problems common to the secondary school teacher can be solved by using correlations and mean difference methods. A discussion of validity, reliability, and objectivity as they relate to standardized and teacher-made tests is also included. Appendixes include statistical tables and answers to problems. (MM)

ED 131 067 SP 010 628

Doherty, J. Kenneth
Track and Field Omnibook. Second Edition.
Pub Date 76
Note—514p.

Available from—Tafnews Press, P.O. Box 296, Los Altos, California 94022 (No price quoted)

Document Not Available from EDRS.

Descriptors—*Athletic Coaches, *Athletic Programs, Physical Development, Physical Education, Physical Fitness, *Program Development, Running, *Track and Field, *Training Techniques

This track and field text is a second edition of the 1971 Track and Field Omnibook, a synthesis of the author's forty-five years experience as a participant in and coach of the sport. Divided into two sections, the text deals with both the event-specific techniques of coaching and the overall development of the coaching role. Part one, "The Human Side of Coaching," traces the development of track and field exercise physiology, the individual psychology of coaching, group dynamics, sociology of coaching, eminent coaches of track and field, and the development of a systems approach to coaching. Section two is divided into three subsections, covering (1) the coaching of field events (high jump, pole vault, shot put, discus, and others); (2) coaching endurance running (essentials of training, training systems, and how to organize one, running techniques, and hints for competition running); (3) coaching sprints, hurdles, and relays. The text concludes with a bibliography of 129 citations. (MB)

ED 131 068 SP 010 629

Will, Fred, Ed.
The Jumps: Contemporary Theory, Technique and Training.
Pub Date 72
Note—159p.

Available from—Tafnews Press, Book Division of Track and Field News, Box 296, Los Altos, California 94022 (No price quoted)

Document Not Available from EDRS.

Descriptors—Athletes, *Athletic Coaches, Educational Theories, *Foreign Countries, Physical Education, *Psychomotor Objectives, Skill Development, *Track and Field, Trainers, Training Objectives, *Training Techniques
Identifiers—High Jump, *Jumping, Long Jumping, Pole Vaulting, Triple Jump

This collection of essays offers a cross section of modern theory and progress in the training of

the four "jumping" events in track and field athletics—pole vault, high jump, long jump, and triple jump. It is written for athletic coaches in these specialties. Articles range from general and historical reviews of technique and training matters to contributions on single, specific, important aspects of a jumping event. Different shades of opinion and changes in theory are presented in articles written by experts in the field. Contributors include experts from the United States as well as foreign countries. Translated into English for the first time are papers from trainers and coaches from the following countries: India, Czechoslovakia, Australia, France, Germany, Italy, Poland, and Russia. Articles from writers in Britain, Canada, and Australia are also included. (JD)

ED 131 069

SP 010 630

Wilt, Fred, Ed.

The Throws: Contemporary Theory, Technique and Training.

Pub Date 74

Note—159p.

Available from—Tafnews Press, Book Division of Track and Field News, Box 296, Los Altos, California 94022 (No price quoted)

Document Not Available from EDRS.

Descriptors—*Athletic Coaches, Athletics, Exercise (Physiology), Foreign Countries, *Kinesthetic Perception, *Muscular Strength, Physical Education, *Physical Fitness, *Track and Field, Training Objectives, *Training Techniques

Identifiers—Discus Throw, Hammer Throw, Javelin Throw, Shot Put, *Throwing

This compilation of articles covers the subject of four throwing events—shot put, discus throw, hammer throw, and javelin throw. The history of the art and science of throwing is traced from ancient to modern times in the introduction. Theories on training and techniques of throwing are presented in essays contributed by coaches from the United States, Britain, Canada, and Australia. Available for the first time are articles translated into English from contributors from the following countries: U.S.S.R., West Germany, East Germany, Hungary, Czechoslovakia, and Norway. The final section of the book contains discussions of the development of physical strength for maximum power in performance. (JD)

ED 131 070

SP 010 631

Acklen, Leila McCormick

A Study of the Effect of Human Relations Training on Self-Concepts of Student Teachers.

Pub Date 75

Note—23p.; Research paper submitted to Association of Teacher Educators, 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Human Relations, *Human Relations Programs, *Human Relations Units, *Self Concept, Self Concept Tests, *Sensitivity Training, *Student Teachers, Student Teaching, Teacher Education, *Teacher Education Curriculum

This study was designed to determine whether student teachers receiving human relations training along with their student teaching experience would show any changes in their self-concepts and to see if these changes were significantly different from those of student teachers involved in the student teaching experience only. A 30-hour, Carhuff-based, human relations training program was provided for two groups of student teachers concurrently with their student teaching experience. At the end of the program, participants showed highly significant gains in self-concept as measured by the Tennessee Self Concept Scale and favorable gains according to the Personal Orientation Inventory. When compared to a control group of student teachers who received no human relations training, results indicated that student teachers receiving human relations training made significantly greater gains in self-concept. These conclusions lend support to the movement to include affective education in teacher education programs. Attached are outlines for 15, two-hour, human relations training sessions. (Author/MM)

ED 131 071

SP 010 632

Mayers, Charles D.

The Relationship of Student Teaching Effectiveness and Satisfaction to the Preferred and Perceived Role of the Cooperating Teacher.

Pub Date 73

Note—33p.; Research paper submitted to Association of Teacher Educators, 1975

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cooperating Teachers, *Effective Teaching, *Participant Satisfaction, *Role Perception, *Student Teachers, Student Teaching, *Teacher Role, Teaching Experience

This study examined the effect of the student teacher's perception of and preference for the role of the cooperating teacher and the cooperating teacher's perception of his role on the student teacher's effectiveness and satisfaction with the student teaching experience. Subjects were 98 student teachers and 98 cooperating teachers. Responses were obtained from the student teachers on how they perceived the cooperating teacher performing his role and how they preferred the cooperating teacher to perform his role. Cooperating teachers were asked to indicate how they perceived their role in working with student teachers. Four descriptive models were used to gather these responses from the student teachers and cooperating teachers. Matches and non-matches of both the perception and the preference of the cooperating teacher's role were compared. A nine-point rating scale was used by the cooperating teachers to determine the student teacher's satisfaction with the student teaching experience. It was concluded that how the student teacher preferred or perceived the cooperating teacher's role, when compared to how the cooperating teacher perceived his role, did not have significant effect on how the student teacher was rated at the end of the quarter. Further, comparisons of matches and non-matches did not show any significant differences in the effectiveness of the student teacher or of his satisfaction with the teaching experience. (MM)

ED 131 072

SP 010 633

Mitchell, Leonard L.

Comparison of Center and Non-Center Placed Student Teachers in Their Opinions of the Student Teaching Experience.

Pub Date Nov 74

Note—17p.; Association for Teacher Educators Research Paper submitted in 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Affiliated Schools, College Supervisors, Cooperating Teachers, Student Attitudes, *Student Opinion, Student Placement, Student Teacher Relationship, *Student Teachers, *Student Teaching, *Teacher Centers, Teacher Education, *Teaching Experience

This study was designed to determine if there were significant differences in the opinions of two groups of student teachers regarding their teaching experience. One group completed student teaching in a teacher/teaching center, the other completed student teaching outside of a teacher/teaching center. Their opinions were measured with twelve variables of the Purdue Student-Teacher Opinionnaire, which was administered to all student teachers completing student teaching at one institution of higher education. Scores for both groups were analyzed by the use of the t-test, and pooled and separate variance estimates were obtained. The results of the study show significant differences in favor of the center student teaching group in four of the twelve variables measured: (1) school facilities and services; (2) student teacher rapport with the principal; (3) curriculum issues; and (4) student teacher rapport with the students. Significant differences in favor of the non-center group were found in relation to one variable only: student teacher rapport with other teachers. The data indicated no significant differences between the two groups on the remaining seven variables: (1) teaching as a profession; (2) student teacher rapport with university supervisor; (3) student teacher load; (4) satisfaction with housing; (5) professional preparation; (6) student teacher rapport with supervising teacher; and (7) community support of education. Eight recommendations for student teaching programs are offered in conclusion. (MM)

ED 131 073

SP 010 634

The People In Everything Program. A Humanistic Approach Towards Education.

Pub Date 75

Note—32p.; Research paper submitted to Association of Teacher Educators, 1975

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Involvement, *Educational Environment, Educational Philosophy,

*Educational Practice, *Humanistic Education, *Human Relations Programs, Inservice Teacher Education, Interpersonal Competence, Learning Theories, *Participant Involvement, Psychoeducational Processes, Student School Relationship, Teacher Education

Identifiers—*People In Everything Program

The People In Everything (PIE) Program is an attempt to provide humanistic education by involving the total school population in teaching-learning environment improvement. Primarily an inservice program for K-8 teachers, staff and administrators, its objectives are seen as identifying human relations problems and developing the skills to solve them in a staff-team concept. The program is implemented in seven stages: (1) the recognition by a school or community member that the human relations climate can be improved; (2) the agreement of someone in authority that the need exists; (3) meetings of PIE staff, school administrators, school staff, and community leaders to assess needs; (4) application of interpersonal human relations sessions; (5) application of the skills developed in these sessions to develop long and short range goals for individuals, the school and the community in developing interpersonal awareness; (6) the development of programs and practices to be carried out through the school and calendar year to reinforce the human relations program in school and community; (7) evaluation of the year's programs and their modification if necessary. Benefits of the program are seen to be an improvement in morale, improved student learning and development, increased positive attitudes of staff and students toward each other, improved attendance, decreased vandalism and discipline problems, improved programs and facilities, community pride and self-growth. (MB)

ED 131 074

SP 010 635

Koran, John J., Jr.

Validating a Teacher Behavior by Student Performance.

Florida Univ., Gainesville. Inst. for Development of Human Resources.

Spons Agency—Florida State Dept. of Education, Tallahassee.

Report No.—FSDE-730-063

Pub Date 73

Contract—730-063

Note—34p.; Research paper submitted to Association of Teacher Educators, 1975

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Comparative Analysis, *Comparative Testing, *Educational Research, Learning Theories, Preservice Education, *Questioning Techniques, Skill Development, *Teacher Education, Teaching Methods, Teaching Techniques, *Test Results

In an investigation of the relationship between teacher analytic questioning skill and student performance, 69 preservice teachers were assigned to one of three treatment conditions designed for questioning training: (1) written model, protocol form; (2) written model, transcript form; (3) placebo, control group. Two hundred ninety-five eighth grade students were assigned to groups of three to four to act as students in a teaching setting. Both students and teachers were given a communication to read as the basis for a twenty-minute lesson. After the lesson, teachers were tested on their ability to identify analytic questions, and students were tested on lesson content, identification of analytic components, and one week later their ability to analyze a different communication. A one-way analysis of variance was used to test the effects of the treatments on the acquisition of analytic questioning skill by the teacher trainees and also on the analytic responses of the students. Performance of subjects in the treatment groups significantly exceeded those in the control group on: (1) the teacher and student identification of analytic questions; (2) teacher frequency, quality and variety of analytic questions; and (3) student frequency and variety of analytic responses. Multiple linear regression analysis showed a significant relationship between frequency, variety and quality of teacher analytic questioning behavior, the frequency and variety of student analytic responses and also student performance on the written identification of analytic questions. The best combinations of teacher behavior for predicting student performance varied for different student learning outcomes. (Author/MB)

ED 131 075

SP 010 636

Goldenberg, Ronald
The Relationships Between Principals' and Teachers' Perceptions of the Quality of College Preparation For Teaching Competence.

Pub Date 75

Note—17p.; Research Paper submitted to Association of Teacher Educators, 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Beginning Teachers, *College Instruction, Effective Teaching, *Elementary School Teachers, Evaluation Criteria, Evaluation Methods, *Performance Based Teacher Education, Preservice Education, *Principals, Professional Training, Summative Evaluation, *Teacher Education, *Teacher Evaluation, Teaching Methods, Teaching Quality

The purpose of this study is to determine how recent elementary education graduates and their principals perceive, in terms of competencies, preparation for teaching. A poll was taken of a group of teachers in their first year of teaching in elementary schools. Their principals were asked to respond to a similar poll. The study was designed to provide answers to the following questions: (1) How do recent graduates of an elementary education program perceive their undergraduate preparation for teaching? (2) How do elementary school principals perceive the undergraduate preparation of their teachers? (3) Do principals and teachers perceive undergraduate preparation for teaching in the same manner? The results seem to indicate that principals and teachers view the preparation for teaching in a different manner. Principals do not perceive the various components of preparing teachers, but rather view teacher education in its totality. Teachers view their preparation as being composed of several major elements and view their teaching programs as being somewhat more effective in preparing them to teach than did the principals. While both teachers and principals gave approval to undergraduate preparation, there were indications that program improvement is needed. (JD)

ED 131 076

SP 010 637

Glass, Lynn W. Keith, Pat M.

Follow-Up Study of Selected Teacher Education Graduates from Iowa State University, the University of Iowa, and the University of Northern Iowa. Volume I, Issue I.

Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education. Pub Date Dec 75

Note—98p.

Available from—Research Institute for Studies in Education, College of Education, Iowa State University, Ames, Iowa 50011 (No price quoted)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Career Change, Career Choice, Careers, *Education Majors, *Employment Opportunities, Followup Studies, Graduates, *Graduate Surveys, *Occupational Choice, *Schools of Education, Sex Role, *Teacher Education, Teachers Colleges

Identifiers—Iowa

This study was designed to supply data on career patterns of teacher education graduates of three Iowa Regent's Universities. The research was aimed at answering the following questions: (1) What full-time occupations have been pursued by the graduates of one, five, and ten years ago? (2) What factors influenced acceptance of employment in nonacademic fields? (3) What skills and competencies obtained in the teacher education program were used to secure and function in employment in nonacademic fields? (4) What skills and competencies needed in their current occupation and related to the teacher education graduate program do graduates wish they had? and (5) What experiences in the teacher education program have been useful in preparing graduates for their personal and civic lives? Two instruments were developed to address these questions: a career profile card and a 69-item, follow-up questionnaire. (Both are appended.) Results show that: (1) the majority of the Iowa teacher education graduates currently reside in the state of Iowa or contiguous states; (2) teacher education as an undergraduate major is still a common choice for women; (3) over three-fourths of all the teacher education graduates studied are teaching or have taught full-time; (4) teacher education graduates are interested

first in obtaining a teaching position, with nonacademic employment as a second choice; (5) sex role differences are evident in the reasons why teacher education graduates accept nonacademic employment; (6) the employment ambitions of teacher education graduates working in nonacademic occupations are relatively stable; and (7) teacher education graduates find the special abilities and aptitudes developed in their subject matter majors to be of prime importance in qualifying for nonacademic professions. (MM)

ED 131 077

SP 010 639

Lazarsfeld, Paul F., Ed.

The Multi-Disciplinary Graduate Program in Educational Research. Final Report, Part I; An Historical Documentation of the Multi-Disciplinary Program in Educational Research.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Pub Date Mar 75

Note—26p.; For related documents, see SP 010 639-645

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Science Research, Educational Problems, *Educational Research, *Graduate Study, Instructional Programs, *Interdisciplinary Approach, Program Descriptions, Program Development, *Program Evaluation, Social Science Research

Identifiers—Analysis Techniques, Qualitative Analysis, Quantitative Analysis

This document is the first in a multi-document final report on the Multi-Disciplinary Program in Educational Research conducted at the University of Pittsburgh, September 1972 to August 1974. Part one of this document gives a brief overview of the entire final report, describing the three products emerging from the program (student growth, development of processes, and the program materials themselves). Document output consists of an historical documentation of the program, discussions on quantification as language (with accompanying exercises), qualitative methodology, the relationship between qualitative and quantitative research, a longitudinal methodology (panel analysis), a case study of an organizational reform effort, a study of questions concerning frame of reference problems, essays on the history of interdisciplinarity, approaches to policy making and evaluation, and a summative evaluation of the entire program. Part two of the document describes the conceptualization of the program as a method for bringing faculty and students in the behavioral and social sciences together around a shared interest in educational problems, the organizational procedures, the conduct of the program in its first two years, and its redesign to provide materials for possible program replication in the future without duplication of effort or expense. (MB)

ED 131 078

SP 010 640

Lazarsfeld, Paul F., Ed.

The Multi-Disciplinary Graduate Program in Educational Research. Final Report, Part II; Methodological Trilogy.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Pub Date Mar 75

Note—178p.; For introduction and related documents, see SP 010 639-45. "Qualitative Methodology," the second part of the trilogy, is under revision and unavailable in either hard copy or microfiche

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Behavioral Science Research, Comparative Analysis, Data Analysis, Data Processing, Evaluation Methods, *Graduate Study, *Interdisciplinary Approach, *Program Content, *Research Methodology, Social Science Research, *Sociometric Techniques, Statistical Analysis

Identifiers—Quantitative Analysis, Reason Analysis

Part two of a seven-section, final report on the Multi-Disciplinary Graduate Program in Educational Research, this document contains discussions of quantification and reason analysis. Quantification is presented as a language consisting of sentences (graphs and tables), words, (classificatory instruments), and grammar (rules for constructing and interpreting tables). More detailed examination of each of these "language" units is undertaken to explain other components of quantification systems and, using this basic vocabulary, sources of quantification and the combining of

elements into charts and graphs are examined. The section concludes with a series of exercises in reading and constructing percentage tables. Section three of part two discusses the concept of reason analysis, a method for discovering and evaluating the causes of individual's dispositions and behavior in situations where findings from typical cross-sectional analyses are rendered insignificant by the gross difference between the number of actors and non-actors. Such situations would include consumer behavior, migration, occupational choice, marriage and divorce, voting, delinquency, and others. (A second section by Alice Troun on qualitative methodology is currently under revision and is not included in this final report.) (MB)

ED 131 079

SP 010 641

Lazarsfeld, Paul F., Ed.

The Multi-Disciplinary Graduate Program in Educational Research. Final Report, Part III; Elements of Panel Analysis.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Pub Date Mar 75

Note—50p.; For introduction and other related documents, see SP 010 639-45

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Science Research, *Graduate Study, Majority Attitudes, *Public Opinion, Research Criteria, *Research Methodology, Social Attitudes, Social Change, *Social Science Research, Sociocultural Patterns, Sociology, Statistical Analysis, *Trend Analysis

Four case studies were used to illustrate application of panel analysis in sociological research. The panel design requires that (a) identical units be reobserved; (b) identical criteria be employed; and (c) initial and subsequent observations be made at the same times for all units and all criteria. Units may be individuals, groups (such as families), ecological units, communities or countries. Relaxing the strict definition of panel design, the methods of analysis employed are restricted to questions of intention and action; plans and their realization; expectation and its fulfillment. Attempts to develop systems of social indicators presuppose monitoring, on a periodic basis, not only of the same aspects of life quality, but also the realization of plans and programs and effects of policies. Variables are taken into consideration, such as education level, employment, sex, religion, and group orientation. Reasons for changing opinions and for trends in thinking are analysed not only on the basis of the above variables but also in the light of the impact of recent events, economic changes, and exposure to different or new situations and ideas. (JD)

ED 131 080

SP 010 642

Lazarsfeld, Paul F., Ed.

The Multi-Disciplinary Graduate Program in Educational Research. Final Report, Part IV; The Utilization of Sociological Ideas in Organizational Planning: A Case Study.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Pub Date Mar 75

Note—69p.; For introduction and other related documents, see SP 010 639-45

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Educational Research, *Educational Sociology, *Graduate Study, Group Dynamics, *Interdisciplinary Approach, Organizational Communication, *Organizational Effectiveness, *Professional Associations, Professional Recognition, Social Science Research

Identifiers—AERA, American Educational Research Association

This document, the fourth in the final report on the Multi-Disciplinary Graduate Program in Educational Research, is a qualitative case study designed to show the form of sociological contributions to and the role of sociologists in policy formulation at an American Educational Research Association (AERA) colloquium. Discussions at the conference centered around (1) the reward system of the educational research field, (2) the communication system of the field, (3) the quality of research, and (4) the influence of the AERA in its field and on the principal outside agents affecting the field. In exchanges over the nature and effectiveness of the AERA in these subject areas, it was illustrated that sociology played a role in making recommendations to

colleagues and policy makers and in making decisions on matters brought before the group by virtue of the social science conceptual framework brought to bear on the problems under consideration, the empirical studies conducted on the problems, and the presence of social scientists as planners and decision makers. (MB)

ED 131 081 SP 010 643

Lazarsfeld, Paul F., Ed.

The Multi-Disciplinary Graduate Program in Educational Research. Final Report, Part V; The Frame of Reference Study.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Pub Date Mar 75

Note—108p.; For introduction and other related documents, see SP 010 639-45

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Classification, *Cognitive Processes, Communication (Thought Transfer), *Communication Problems, Deductive Methods, Educational Research, *Graduate Study, Inductive Methods, *Interdisciplinary Approach, Research Criteria, Research Methodology, Research Problems, Social Science Research

Identifiers—*Frames of Reference

This "Frame of Reference Study" consists of the fifth section of the final report of the Multi-Disciplinary Graduate Program in Educational Research of the University of Pittsburgh. The term, "frames of reference," is used to mean the context of assumptions, procedures, rules, cognitive models, and conceptions of the nature of evidence that establishes the framework within which an investigator can proceed to detect problems for investigation and formulate strategies for their solution. The study assumed as goals: (1) to devise methods of instruction for presenting alternate frames of reference and their understanding by participants; (2) to conduct a methodology for the study of frames of reference, to explore its feasibility, and to improve it by in-depth studies of a number of expert participants. The instructional device developed was a semi-structured, expert-expert interview system with practitioners in the fields of psychology, sociology, psychiatry, and law, which facilitated a growth of communication skills assisting in the transfer of concepts and methodologies from one frame of reference to another and led to an understanding of the coherence of the scholarly approach. Included in the document are (1) an introduction detailing the development of the study, (2) a working paper on the study of frames of reference, (3) an example of staff papers on the work of a participating scholar, (4) a draft paper, "On Doing Empirical Sociology of Knowledge," and (5) conclusions and outlook for the study. (MB)

ED 131 082 SP 010 644

Lazarsfeld, Paul F., Ed.

The Multi-Disciplinary Graduate Program in Educational Research. Final Report, Part VI; Essays.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Pub Date Mar 75

Note—204p.; For introduction and other related documents, see SP 010 639-45

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Educational Policy, *Educational Research, *Evaluation, *Graduate Study, Higher Education, Humanistic Education, *Intellectual Disciplines, *Interdisciplinary Approach, *Policy Formation, Social Science Research, Social Sciences

This document, the sixth of a final report on the Multi-Disciplinary Graduate Program in Educational Research, is a collection of three essays. The first—Notes on the History of Interdisciplinarity—by Judy Rosen, brings together and outlines the general points and findings of the literature that has been generated in an attempt to evaluate the importance, success, and drawbacks of conducting research outside the limits of the traditional academic disciplines. It also places the notion of interdisciplinarity and the way in which it is now being discussed in historical perspective. The first two sections of this three-part essay discuss the central viewpoint and doctrine of the moral philosophers and the philosophy and history of the movement away from a unified social science and toward the isolated academic discipline. The third section discusses and as-

sesses the current debate about how and why the social sciences should or should not attempt a reunification. The second essay—Alternative Approaches to Policy Making—by Merlyn Kettering, is an introduction to the study of policy-making. The framework developed in the essay dramatizes basic themes in policy-making by creating a controversy between rationalistic and incrementalistic approaches to policy-making. The third essay—Humanistic Evaluation—was prepared as an internal memorandum for use by the committee on evaluation described in the body of the final report. It is intended as a foundation from which to generate a working image of humanistic evaluation. (MM)

ED 131 083 SP 010 645

Lazarsfeld, Paul F., Ed.

The Multi-Disciplinary Graduate Program in Educational Research. Final Report, Part VII; Evaluation of the Multi-Disciplinary Program in Educational Research.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Pub Date Mar 75

Note—24p.; For introduction and other related documents, see SP 010 639-45

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Doctoral Programs, Educational Innovation, *Graduate Study, Group Discussion, Group Dynamics, Higher Education, *Intellectual Disciplines, *Interaction Process Analysis, *Interdisciplinary Approach, Perceptual Development, Self Actualization, Summative Evaluation, Units of Study (Subject Fields)

In the Multi-Disciplinary Graduate Program in Educational Research, graduate students at the doctoral level were participants. This program required exposure to other disciplines, to various approaches to problem definition, to various methodologies, concepts, and research techniques. It was expected that the students had gained experiences and acquired competencies within their individual disciplines. The subject of education research was chosen as being broad enough in scope to encompass other disciplines and to aid the students in their explorations in their own fields. In the group participating in the program the following disciplines were represented: information sciences, clinical psychology, economics, social psychology, pediatric psychology, counselor education, educational anthropology, sociology, educational psychology, and educational research. Under the guidance of experienced leaders, seminars were conducted; guest speakers contributed on different subjects; and there was frequent informal interchange between participants. Many students found that they gained an understanding of the strengths and limitations of their own discipline as well as those of other disciplines. At a future date the data collected from this program will be analyzed, evaluated, and published. The methodology involved will be included for guidance of those who may wish to conduct a similar program. (JD)

ED 131 084 SP 010 648

Patriksson, Goran

Attitudes Toward Olympic Games of Swedish Adolescents: Reports from the Institute of Education, University of Goteborg, No. 51.

Gothenburg Univ. (Sweden). Inst. of Education.

Pub Date Sep 76

Note—28p.; Paper presented at the International Congress of Physical Activity Sciences (Quebec City, July 11-16, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adolescents, Affective Behavior, *Athletics, Questionnaires, *Social Attitudes, Socialization, *Student Attitudes

Identifiers—*Olympic Games, *Sweden

This paper presents some empirical findings from the part of the International Socialization Project (an effort to collect more information about the socialization of sport involvement) which dealt with the attitudes of Swedish adolescents toward Olympic games. Attitudes towards the games are regarded here as indicators of affective involvement in sport. Interviews (130 questions) were conducted with Swedish youth at their schools in March and April 1974. The data is presented in descriptive tables. From this study, it appears that Olympic games are a popular phenomenon in the modern sport world among young people. A similar study conducted in Canada confirms that these results are not specific to the Swedish society. (MM)

TM

ED 131 085 TM 005 346

Blabolil, Glen J.

Emergence of Needs Assessment as a Basis for Title I Planning.

Pub Date [Apr 76]

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Federal Aid, *Needs Assessment, Program Administration, Program Design, *Program Planning, School District Autonomy, State School District Relationship

Identifiers—*Elementary Secondary Education

Title I, ESEA Title I

Needs assessment is here to stay as schools wishing to apply for grants under the competitive titles of the Elementary and Secondary Education Act (ESEA) must now justify their requests. However, quality assessment data cannot be obtained in the majority of school districts nationally without federal or state budgetary allocations for Local Education Agencies (LEAs) to conduct systematic needs assessments. State combination not selected by the participating schools, option 4: a local adaptation the affective or secondary areas with ESEA Title I money. There is an obvious credibility gap here. On one hand, there is the demand for needs assessment. On the other hand, there is the powerful external influence on local perceptions of needs resulting from requirements for programs under categorical federal and state funding. Because of legislation, special funding, and other external pressures, schools may find it difficult to take a new look at their goals and their programs. Since it is obvious that federal and state agencies will continue to demand needs assessments, these agencies must also be realistic enough to provide the necessary assistance to insure that locally determined priority needs will be met. Changes in the ESEA Title I statute, guidelines, and funding must be made in order to achieve these ends. (Author/MV)

ED 131 086 TM 005 510

Rose, Albert

A Physical Education Evaluation for the Mentally Retarded.

Note—29p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Mentally Handicapped, *Perceptual Motor Coordination, *Physical Fitness, Test Reliability, *Tests, Test Validity

A physical education evaluation was constructed which was flexible enough to measure the varying degrees of retardation. Validity was determined by submitting the test to a jury of experts. Reliability was ascertained by administering the same test to the same students three times with two week intervals between testing. Objectivity was determined by having three individuals score the test. Eye Hand Coordination, Eye Feet Coordination, Balance, Agility, Static Leg Strength, Static Trunk Strength, Explosive Strength, and Extent Flexibility were measured. (MV)

ED 131 087 95 TM 005 670

Coulson, John E.

Attrition Effects in Large-Scale Longitudinal Studies.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [Apr 76]

Contract—300-75-0332; OEC-0-73-0831; OEC-0-73-6336

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Anti Segregation Programs, Compensatory Education Programs, Dropouts, *Longitudinal Studies, Program Evaluation, Research Design, Research Problems, *Statistical Analysis, *Statistical Bias, *Testing Problems

Identifiers—*Attrition (Research Studies)

Using examples from evaluations of the Emergency School Aid Act (ESAA) Basic Grants Pro-

gram, the ESAA Pilot Program, and the sustaining effects of compensatory education programs, school and student attrition are discussed. As in the example cases, appreciable attrition can be expected in most longitudinal studies. The possible effects of this attrition on descriptive analyses, analyses of student gains for each school year, and analyses of differential achievement gains for different treatment groups are considered. The decision of whether to use statistical adjustments for bias is also analyzed. (BW)

ED 131 088 TM 005 722

Greene, John F. Zirkel, Perry A.

A Review of Instrumentation to Assess Reading Attitudes in the Elementary Grades.

Pub Date [Apr 76]

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affective Tests, *Attitude Tests, Classroom Observation Techniques, *Elementary Education, *Literature Reviews, Minority Groups, Motivation, Personality Tests, Projective Tests, *Reading, Reading Achievement, Self Concept Tests, Self Evaluation, Student Attitudes

This paper reviews the literature pertaining to the measurement of attitudes toward reading, and recommends a workable approach for the elementary grades based on available instrumentation. The preliminary section summarizes the findings of studies relating to the theoretical framework of the psychology of reading. Reading research findings relating to two particular personality factors, self-concept and motivation, are used as focal points. The principal section reviews available types of instrumentation for measuring attitudes toward reading. The major types of instrumentation reviewed are: projective techniques, ethnic-specific instruments, observer-report measures, verbal self-report instruments and pictorial measures. The findings of over 35 separate studies concerning approximately 15 different instruments are included. In the concluding section, the authors recommend a multi-measure approach based on Rowell's (1972) observer-report instrument, and Estes' (1971) verbal report instrument. The development of a pictorial instrument based on elements of existing measures is also suggested. (Author/RC)

ED 131 089 TM 005 737

Rogers, W. Todd D'Angelo, Gary A.

Parents, Teachers, and School Administrators as Targets for Statewide Assessment Information.

Pub Date [Apr 76]

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Personnel, *Educational Assessment, Guidelines, *Information Dissemination, *Information Utilization, Parent Participation, *State Programs, Teacher Participation, Testing Programs

The ultimate test for success of a statewide assessment program is the extent to which the assessment data and information are used by the intended assessment audiences. The major premise adopted in this paper is that involvement of parents, teachers, and school administrators in the assessment process is the key to acceptance and subsequent use of the assessment by these audiences. Three procedures are briefly outlined for encouraging involvement by these audiences in the assessment: greater local participation in determining common assessment content; include reporting variables over which these people have more or less direct control (e.g., methods and materials, district reporting); and, adopt an hour-glass approach to dissemination. These suggestions are offered for consideration with the knowledge that in some states comparable procedures are being followed with some success, and with the belief that in other states, they could be achieved within the general framework of the current programs. (Author/RC)

ED 131 090 TM 005 740

Schopler, Eric Reichler, Robert J.

Psychoeducational Profile.

North Carolina Univ., Chapel Hill. School of Medicine.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 76

Grant—5R01-MH15539

Note—212p.

Available from—Child Development Products, Division TEACCH, Dept. of Psychiatry, School of Medicine, Health Affairs, University of North Carolina, Chapel Hill, North Carolina 27514 (\$12.50, \$10.00 in quantity)

Document Not Available from EDRS.

Descriptors—Autism, *Child Development, *Diagnostic Tests, Elementary Education, *Emotionally Disturbed Children, Individual Instruction, *Learning Disabilities, Manuals, Preschool Education, Psychotic Children, Scoring, Special Education, Testing, Test Interpretation, Test Reliability, Test Validity

Identifiers—*Child Research Project, *Psychoeducational Profile

The Psychoeducational Profile (PEP) offers a developmental approach to the assessment of autistic and psychotic children as well as children with related learning disabilities. Scores obtained are used in the planning of individualized special educational programs for these children. Most appropriately used with children functioning at a preschool age level within the chronological age range of 1 to 12 years, the PEP provides information on developmental functioning in the areas of imitation, perception, motor, eye-hand integration, cognitive performance, and cognitive verbal skills. As a diagnostic tool, the PEP identifies the degrees of behavioral pathology or psychosis in the areas of affect, relating, cooperating and human interest, play, and interest in materials, sensory modes, and language. The PEP consists of a set of toys and play activities presented to a child by an examiner who also observes, evaluates, and records the child's responses. The child's scores are distributed among seven function scales, thus yielding a profile depicting relative strengths and weaknesses in different areas of development and behavioral pathology. This publication provides information on the function areas, general testing considerations, administration, scoring, the manual, interpretation of scores and profiles, normal comparison sample, construction of the function score form, reliability, and validity. Appendices contain the test items, materials for the PEP, photographs of the materials, a function score form, and scoring keys. (RC)

ED 131 091 TM 005 752

Echternacht, Gary

Test Bias in the Absence of a Criterion.

Pub Date [Apr 76]

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Item Analysis, *Test Bias

This paper proposes a method of transforming item p-values (the proportion answering a test item correctly) to what are termed "delta" values. First used by Conrad in 1948, deltas are routine statistics computed in all analyses at Educational Testing Service. Using this approach one would conclude no test bias if differences in resulting deltas are constant from item to item for the groups. Under a null hypothesis of no test bias, the sample delta differences should be distributed normally with some unknown mean and unknown variance. If evidence can be gathered to the contrary, the null hypothesis can be rejected and bias concluded. To test the hypothesis of normality, one plots the differences in item deltas on normal probability paper. First, one orders the delta differences. Second, one pairs each difference with the value $S/(m+1)$ where S is the rank of the delta difference and m the number of items. The purpose of $S/(m+1)$ is to anchor the median difference to the 50th percentile. If the differences follow a normal distribution, the plotted points will be on a straight line. A statistical test has been developed by Lilliefors (1967) using the sample mean and variance as a basis for the straightness of the resulting line. That technique was adapted for use with probability paper and formed the crux of the technique. (Author/MV)

ED 131 092 24 TM 005 760

Leinhardt, Gaea

Program Evaluation: An Empirical Study of Individualized Instruction.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—LRDC-1976-5

Pub Date 76

Note—62p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Achievement, Achievement Tests, Aptitude Tests, Classroom Observation Techniques, Classroom Techniques, *Compensatory Education Programs, Data Analysis, Elementary Education, Federal Programs, Grade 2, *Individualized Instruction, Mathematics, Predictor Variables, *Program Development, Program Effectiveness, *Program Evaluation, Questionnaires, Reading, Standardized Tests, Student Records, Video Tape Recordings

Identifiers—*Project Follow Through

The results of three years of evaluative investigation of the University of Pittsburgh Learning Research and Development Center's program of individualized education are described. The study was conducted in seven Follow Through sites and three Pittsburgh area schools. Standardized tests were used as input and outcome measures; questionnaires and videotapes were used to gather information about the classroom processes. The results indicate that over the three-year period the implementation of the program continued to move toward ideal goals. Extensive data reduction procedures were used and the rationale of usage discussed. Results also point to input as the primary explanation of student end-of-year performance, though classroom processes contribute a small but consistent amount. The data indicate greater ease in identifying negative factors in successful classroom processes than in determining the positive factors. (Author/MV)

ED 131 093 TM 005 761

Fredericksen, Norman

How to Tell if a Test Measures the Same Thing in Different Cultures.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RM-76-7

Pub Date Aug 76

Note—12p.; Paper presented at the Congress of the International Association of Cross-Cultural Psychology (3rd, Tilburg, The Netherlands, July 13, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Analysis of Covariance, *Culture Free Tests, Factor Analysis, Item Analysis, *Statistical Analysis, *Testing Problems, *Test Validity

A number of different ways of ascertaining whether or not a test measures the same thing in different cultures are examined. Methods range from some that are obvious and simple to those requiring statistical and psychological sophistication. Simpler methods include such things as having candidates "think aloud" and interviewing them about how they solved the problem, and techniques such as using pantomime or moving pictures to give instructions. Another approach is to make the tests different in such a way that they measure the same construct—so that they are functionally equivalent. The variety of approaches that require statistical methods include analysis of covariance, comparing test performances at the level of the test items (e.g., comparing item difficulties), item characteristic curve theory, factor analysis, and a construct validity approach. An understanding of the psychological processes involved in performing the tasks involved in taking a test item, or performing an experimental task in a laboratory, is prerequisite to making judgments as to whether a test is measuring the same thing in two cultures. The methods described provide ways to improve the understanding of such processes. (RC)

ED 131 094 TM 005 787

Aspects of Educational Assessment.

Educational Testing Service, Princeton, N.J.

Center for Statewide Educational Assessment.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 75

Note—166p.; For the individual papers included here, see ED 074 071-072, ED 080 533-534, ED 093 990 and ED 097 376

Available from—Educational Testing Service, Princeton, N.J. 08540 (\$4.95)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Academic Achievement, *Attitude Tests, Data Analysis, Data Collection, Definitions, *Educational Assessment, Educational Status Comparison, *Evaluation Methods, Guides, *Sampling, School Attitudes, Self Concept, *Self Concept Tests, *State Programs, State Surveys, Student Testing, *Test Construction, Testing Programs, Test Interpretation, Test Reviews, Test Selection

Six research papers that have been published by the staff of the Center for Statewide Educational Assessment at Educational Testing Service are presented. In "A Selection of Self Concept Measures," Joan Knapp explores questions of defining and measuring self concept. In another paper, she examines some problems of measuring attitudes toward school. In both papers she comments upon the use and value of a number of instruments. Richard Jaeger's paper, "A Primer on Sampling for Statewide Assessment," is designed to help the reader meet a sampling expert at least half way. In "The Use of Correlates of Achievement in Statewide Assessment," Paul Campbell outlines testing strategies that take into account the relationship between learning conditions and achievement. John Fremer suggests ways to determine what should be measured, whether newly developed or existing instruments should be used, and what types of reports are needed in his paper, "Developing Tests for Assessment Programs: Issues and Suggested Procedures." In the final paper of this volume, "Statewide Assessment: Methods and Concerns," Nancy Bruno, Paul Campbell, and William Schabacker present a comprehensive guide for state assessment personnel. Their step-by-step approach provides answers to these questions: How do we involve the community in testing programs? How can data presentations be designed for laymen? How can we take the noncognitive effects of school into account? (RC)

ED 131 095 TM 005 796

Goodwin, Judy Lukshus, Anne M.
Follow Through Expansion Pre-Program Data, 1975. Report Number 7642.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date Oct 75
Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Compensatory Education Programs, *Educational Background, Elementary Education, Elementary School Teachers, Principals, *Program Attitudes, Questionnaires, Resource Teachers, Teacher Aides

Identifiers—Pennsylvania (Philadelphia), Philadelphia Pennsylvania Public Schools, *Project Follow Through

The Follow Through Expansion Program involved 46 schools in all eight districts of Philadelphia, Pa. The program was instituted at the kindergarten level in March, 1975. Five model options were proposed for implementation on the basis of previous evaluation findings regarding the original Follow Through Program in Philadelphia. Of these, four were selected by the participating schools: Option 1: a local adaption of the Behavior Analysis model, Option 2: a Behavior Analysis/ Bank Street combination, Option 3: a Behavior Analysis/Bilingual combination not selected by the participating schools, Option 4: a local adaption of the Bank Street model, and Option 5: a Bank Street/ Bilingual combination. Pre-program questionnaires were completed by principals, resource teachers, teachers, and aides, and yielded background information on program personnel as well as pre-program attitudes. The majority of principals indicated that they were satisfied with the model assigned to them and that they expected Follow Through to have a strong effect on pupil achievement, parent participation, staff development and the motivation of instructional personnel. Sixty-seven percent of the teachers also evidenced positive reactions to the news of the expansion program. Option 4 teachers elicited the highest percentage of positive responses and Option 2 the lowest. Aides indicated increased clarity after training but somewhat lower enthusiasm, possibly due to previous training which emphasized a different instructional orientation at the kindergarten level. (Author/RC)

ED 131 096 TM 005 798

Cieutat, Victor J. Snyder, Conrad W., Jr.
The University of Botswana, Lesotho and Swaziland Schools Examinations Council Development Plan (1976-1985).

American Institutes for Research in the Behavioral Sciences, Washington, D.C.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Sep 75
Contract—AID/af-668
Note—49p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Certification, Curriculum Development, *Developing Nations, *Development, Economic Factors, Elementary Secondary Education, Job Training, *National Programs, Program Costs, Staff Orientation, Standards, Technical Assistance, Testing Problems, *Testing Programs

Identifiers—Botswana, Lesotho, Swaziland

The University of Botswana, Lesotho and Swaziland Schools Examinations Council (UBLS/SEC) is preparing to expand its external examination and certification responsibilities, as well as its role in primary and secondary school curriculum development within its member countries. This plan addresses the educational measurement aspects of the expansion, as well as its economic feasibility. It also estimates the technical advisory assistance, capital requirements, and local staff training required for the Council to become an educationally effective and economically viable regional institution by 1985. (Author/MV)

ED 131 097 TM 005 805

Schroeder, Lee L.
A Note on the Probability of Errors in Decisions Based on Tests of the College Level Examination Program.

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Correlation, Decision Making, *Equivalency Tests, Error Patterns, *Grades (Scholastic), *Higher Education, Probability, *Scores, *Test Interpretation, *Test Validity

Identifiers—*College Level Examination Program

College Level Examination Program (CLEP) Tests were normed on a national basis, administering the test to nationwide samples of subjects. Norms appear in the booklet, CLEP Scores: Interpretation and Use, and consist of the test score means for groups of students receiving grades of A, B, C, D, and F in the relevant course, the proportion of students receiving each grade, the sample size, and the correlation coefficient between test scores and earned course grades. The validity of the tests for the purpose of selecting credible students from the population of test takers is assessed through an examination of the systematic differences in test means across earned grades, and the correlation coefficient between earned grades and test scores. This paper supports the assertion that the correlation coefficient is a misleading statistic for the purpose of validity assessment in this context. A decision theoretic procedure is developed which focuses on the likelihood of errors in test based decisions. The decision theoretic means of validity assessment was applied to the data of all CLEP tests discussed in the norming literature. The analysis showed a dramatically incoherent value system displayed among the tests, with wildly fluctuating error likelihoods and ratios. Further, the likelihood of each error type was found to be substantially greater than would be supposed based on an examination of the correlation coefficients between earned grades and test scores. (Author/MV)

ED 131 098 TM 005 809

A Report on the Proposed Assessment Program for the Lunenburg Public Schools.

Merrimack Education Center, Chelmsford, Mass. Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.

Pub Date [76]
Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, *Evaluation Needs, *Program Evaluation, School Districts, *Student Testing, *Testing Programs

Identifiers—Lunenburg Public Schools MA, Massachusetts (Lunenburg)

This report was requested by the Lunenburg, Massachusetts Public Schools through the Merrimack Education Center. Under the agreement with the Center, the consultant, with the assistance of several associates, evaluated the statewide program in the town of Lunenburg. Ob-

jectives were to determine the system's total evaluation needs from an instructional and administrative framework, to evaluate the current testing program and to recommend such changes in the program as are feasible within the current scope of the project and a structure that will permit the system to continue the development of the program. (Author/MV)

ED 131 099 TM 005 810

Delaware Educational Assessment Program 1975-76. Report of Spring Testing and Needs Assessment.

Delaware State Dept. of Public Instruction, Dover.

Pub Date Sep 76
Note—57p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Achievement, Comparative Analysis, Data Analysis, *Educational Assessment, Educational Objectives, Elementary Secondary Education, Grade 1, Grade 4, Grade 8, *Needs Assessment, Norms, Parochial Schools, *State Programs, Student Testing, *Testing Programs, *Test Results

Identifiers—*Delaware Educational Assessment Program

In this report data obtained from the 1975-76 Delaware Educational Assessment Program is aggregated to the state level. Results are presented in two sections: (1) the status report section, and (2) the needs assessment section. The status report section presents state achievement outcomes and state norms at school and district levels for resource variables. The needs assessment section presents comparative data for Delaware and the nation. Both sections present data at three levels: (1) subject area (e.g., reading), (2) category (e.g., reading comprehension) and (3) objective (e.g., reading comprehension-literal). (Author/MV)

ED 131 100 TM 005 811

Calhoun, William Ford
Individualized Testing System. Report to Special Academic Programs. Improvement of Multiple Choice Testing.

Pub Date 23 Oct 76
Note—53p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Computer Programs, Higher Education, *Multiple Choice Tests, Test Construction, *Testing Problems, Test Interpretation

This report documents (1) the problems inherent in multiple choice testing, (2) a solution to the problems, and (3) computer programs required by the solution. Problems of multiple choice testing include scheduling inflexibility, methodological inflexibility, cheating, inefficiencies of space and student interaction time, inefficiencies of instructor preparation time, uneven quality of examinations, and expense of preparation. The solution has four major features: (1) a special item file design, (2) a method of generating a large number of unique, equivalent measure tests, (3) published item files, and (4) a testing station independent of the classroom. A description and analysis of the practical implementation are also given. The implementation was highly regarded by the students (92 percent preference) as they believed that they learned more and performed better under this than under standard testing procedures. (MV)

ED 131 101 TM 005 812

Iwanicki, Edward F.
An Evaluation of the 1975-76 Hartford Project Concern Program.

Capitol Region Education Council, Bloomfield, Conn.

Spons Agency—Connecticut State Dept. of Education, Hartford.

Pub Date Aug 76
Note—103p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Affective Behavior, *Bus Transportation, Cognitive Measurement, *Compensatory Education Programs, Educational Opportunities, Elementary Education, *Evaluation Methods, Parent Attitudes, *Program Attitudes, Program Effectiveness, *Program Evaluation, Questionnaires, *Reading Achievement, Reading Tests, Student Attitudes, Suburban Youth, Teacher Attitudes, Urban Youth

Identifiers—Connecticut (Hartford), *Hartford Project Concern Program, Voluntary Busing, Woodcock Reading Mastery Test

The 1975-76 Hartford Project Concern Program marks the end of a decade in which Hartford and suburban communities have participated in a voluntary busing program aimed at enriching the educational opportunities of both urban and suburban youth. In May 1976, the Capitol Region Education Council received a grant from the Connecticut State Department of Education to implement a design for the evaluation of the 1975-76 Hartford Project Concern Program. Due to budgetary and time constraints, it was decided to focus upon two crucial areas, the cognitive and affective impact of Project Concern on program participants. A basic decision was made to evaluate student cognitive growth using a standardized commercially available reading test. It was further decided that the affective impact of Project Concern would be evaluated through a survey of the attitudes of students, suburban teachers, and suburban parents using questionnaires. (Author/MV)

ED 131 102 TM 005 815

Centra, John A.
Two Studies on the Validity of the Student Instructional Report.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-SIR-4

Pub Date 76

Note—82p.

Available from—Educational Testing Service (IRPHE), Princeton, N.J. 08540 (\$4.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Correlation, Course Content, *Course Evaluation, Effective Teaching, Higher Education, Student Characteristics, *Student Evaluation of Teacher Performance, Teacher Characteristics, *Test Validity

Identifiers—*Student Instructional Report

The validity of student ratings of instruction as assessed by the Student Instructional Report are reported in two studies. The first investigated correlations between ratings and achievement in 72 sections of seven courses in an attempt to answer the question: Do students learn more from teachers they rate as more effective? The second study explains the meaning of the ratings by investigating relationships with a number of student, teacher, and course characteristics. (Author/MV)

ED 131 103 TM 005 827

Behm, Robert J. Schill, William J.
The Examination of Intra-group Agreement of Q-Sort Responses.

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Correlation, Matrices, *Q Sort, *Statistical Analysis, *Test Reliability

Identifiers—Kendall Coefficient of Concordance, Spearman Rank Order Correlation, Statistical Package for Social Sciences

A technique for assessing the agreement between the Q-sorts of two or more groups of subjects is presented which relies on the relationship between the Kendall coefficient of concordance (W) and the Spearman rank order correlation (rho). The proposed statistical treatment of Q-sort data involves the use of a number of intercorrelations rather than a direct computation of W. This method provides insight into the level and nature of the intra-group agreement and permits the use of certain readily available computer programs. (Author/MV)

ED 131 104 TM 005 828

Representative Normative Tables for the Armed Services Vocational Aptitude Battery (Form 5). Technical Research Note 75-6.

J W K International Corp., Annandale, Va.

Spons Agency—Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Pub Date Sep 76

Contract—F41609-75-A-0013

Note—35p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Aptitude Tests, Females, *High School Students, Instructional Program Divisions, Males, *National Norms, Secondary Education, Standardized Tests, *Statistical Data, Test Interpretation, *Test Results, *Vocational Aptitude

Identifiers—*Armed Services Vocational Aptitude Battery Form 5

Test performance of a representative sample of 35,291 high school students tested on Form 5 of

the Armed Services Vocational Aptitude Battery (ASVAB) is summarized. Separate weighted normative tables are provided by subtest, aptitude composite, grade and sex. This research is furnished as a supplement to the ASVAB Counselor's Manual (DOD 1304.12X, July 1976) and will serve as the ASVAB computer normative base for students tested beginning 1 October 1976. Tables contained in the report replace all preexisting ASVAB norms. Percentile tables in the present report are designed for primary use by high school counselors as an interpretative guide, as a supplemental reference to the individual student/counselor printout of test scores, and as look-up tables for plotting individual student nomographs. A more complete description of sampling methods, weighting approaches and statistical analyses of these representative normative data will be later distributed. (Author/MV)

ED 131 105 TM 005 830

Furst, Lyndon Gerald
Survey of Parent Attitudes Toward an Experimental Pupil Progress Report.

Andrews Univ., Berrien Springs, Mich. Center for Studies and Services in Education.

Pub Date 76

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Education, *Parent Attitudes, Parochial Schools, *Questionnaires, *Report Cards, Student Evaluation, Student Motivation, *Surveys

Identifiers—California (Angwin), Pacific Union College Elementary School

During the 1973-74 school year, Pacific Union College Elementary School used a new form which was much different from the form previously used to report pupil progress. About a week before the end of the school year a questionnaire of twenty questions was prepared to survey parental attitudes toward the new report forms. The survey revealed that the majority of parents (66%) preferred the old forms on stiff paper in which progress in each subject area was reported in the traditional A-B-C-D-F manner, in which separate grades for English, spelling, and handwriting were given, and in which citizenship was reported on a check list of behavior. Only 23% of the parents who replied favored the new form. In only one respect was there widespread approval (86%) of the new form; that was in the space provided for teacher comments. The survey also revealed that parents like to be consulted about the form in which their children's progress is reported. This was revealed both directly in the questionnaire when 74% of the parents indicated that both parents and teachers should decide on the type of report card used, and indirectly by the high percentage (85%) of replies from parents. (Author)

ED 131 106 TM 005 831

Pedri, Bonnie C. Pedri, D. T.
Multivariate Assessment of ACT Composite Scores of Disadvantaged and Regular Freshmen.

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Analysis of Variance, Caucasians, *College Entrance Examinations, *College Freshmen, *Correlation, *Disadvantaged Youth, Employment, Financial Support, Grade Point Average, Higher Education, Negroes, Persistence, *Predictor Variables, Race, Sex (Characteristics), Standardized Tests, *Test Results

Identifiers—*ACT Assessment, American College Test

The univariate and multivariate assessment of general achievement/aptitude for regular and disadvantaged freshmen at the University of Nebraska at Omaha were investigated. Correlational (single and multiple) and variance analyses (maximum $n = 150$) and chi square analyses (maximum $n = 1,214$) assessed American College Test (ACT) Composite scores with several variables (for example, race; sex; financial aid; employment; instruction; cumulative grade point average (GPA); attrition/persistence). Separate regression equations for various groups and subgroups result in greater precision. Singly or multiply, the significant assessors of ACT scores are race, primarily, and GPA, secondarily. Additional assessors appear unnecessary. Significant ACT variance differences between Blacks and Whites, and between Blacks and the standardization population raise questions regarding normative

data. General achievement/aptitude is significantly delineated (1) by race and by GPA, for the population, for nonexperimental freshmen, and for experimental and/or control freshmen, (2) by financial aid and by attrition/persistence, for the population, and for nonexperimental freshmen, and (3) by instruction with or without financial aid, for the population. (Author/MV)

ED 131 107 TM 005 832

Frederickson, Edward W. And Others

Assessment Alternatives for a High Skill MOS.

Volume I. Problem Procedures and Results.

Volume II. Appendices.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No.—HumRRO-FR-WD-TX-75-25

Pub Date Dec 75

Contract—DAHC19-74-C-0053

Note—147p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Criterion Referenced Tests, *Electronic Technicians, Feasibility Studies, *Job Analysis, Job Skills, *Military Personnel, *Performance Tests, Test Construction, Test Reliability, Test Validity

The development and evaluation of prototype hands-on equipment, job sample performance tests for a high skilled technical Military Occupational Specialty (MOS) are described. An electronic maintenance MOS (26C20) was used as the research vehicle. The results led to the conclusion that valid and reliable performance tests could be constructed, but that equipment, facilities, and standardization requirements reduce the feasibility of their use at other than an ideal location, such as a U.S. Army school. (Author/MV)

ED 131 108 TM 005 833

Middleton, M. A.

An Evaluation of Ideal School, 1974-75. Research Report 75-22.

Vancouver Board of School Trustees (British Columbia). Education Services Group.

Pub Date Nov 75

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Alternative Schools, Behavior Change, *Participant Satisfaction, *Program Evaluation, Questionnaires, Secondary Education, Student Attitudes, Student Characteristics, Student Opinion, Surveys, *Teacher Attitudes, Teacher Background

Identifiers—British Columbia (Vancouver), *Ideal School

Ideal School is an alternative school in the Vancouver, British Columbia school system, which has approximately 100 students, five teachers and one administrative assistant. Students come from varied backgrounds and are accepted on the basis of their desire to learn and their willingness to face challenges which are individually set in accordance with their needs and abilities. Some students have special needs and obtain financial assistance. The attainment of high academic standards is a major aim of the school. Its existing program follows the British Columbia curriculum, but facilities are not available for physical education, industrial education, home economics, music, physics or chemistry. This report offers, through an analysis of responses to questionnaires, the opinions of students and teachers on various aspects of Ideal School and outlines the background of the student population, their expectations, changes in behavior and the degree of satisfaction they have experienced since attending Ideal School. In addition, the background of the teachers, their opinions of the school, and their suggestions for possible improvements are made. (Author/MV)

ED 131 109 TM 005 834

Ellis, E. N.

Survey of Achievement in Composition in Grade 11 of Vancouver Schools, February 18, 1975. Research Report 75-12.

Vancouver Board of School Trustees (British Columbia). Education Services Group.

Pub Date Apr 75

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Composition Skills (Literary), *Essay Tests, *Grade 11, Scoring, Secondary Education, Test Reliability

Identifiers—British Columbia (Vancouver), *Vancouver Public Schools

Concern over the reading and writing programs in Vancouver, British Columbia Schools culminated in the establishment in June 1974 of a Task Force on English. In response to the request from the Task Force for a survey of the writing ability of Grade 11 students, a committee of English Department Heads assisted in developing an instrument and the testing procedures. The committee prepared instructions for teachers and a suggested rating scale. A covering letter was sent to the Principals of all secondary schools. The Composition Test was written by a ten percent, randomly selected sample of the students in Grade 11. The papers were marked by a team of five English teachers recruited from the ranks of substitutes and retired teachers. Various techniques were employed to test the reliability of marking including the marking of papers, selected at intervals, by all markers on the team. Blind duplicates of 28 papers were added at random and the marks of the originals and their copies were compared. The correlation was moderately high. (MV)

ED 131 110 95 TM 005 835

Smith, Alexander F.

The Adoption and Management of Testing Programs in Connecticut Schools. Second Report. A Sampling Study.

Connecticut State Dept. of Education, Hartford. Bureau of Research, Planning, and Evaluation. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Achievement Tests, Affective Tests, Aptitude Tests, Behavioral Objectives, Criterion Referenced Tests, Elementary Secondary Education, Instructional Program Divisions, Preschool Education, Preschool Evaluation, *Program Administration, Reading Readiness Tests, Reading Tests, *School Districts, Standardized Tests, *Surveys, *Testing Programs, Test Selection

Identifiers—*Connecticut

The report of a survey of testing practices in the school systems of the state of Connecticut is presented. Completed at the end of the 1973-74 school year, the survey constituted the second phase of a planned series of inquiries into evaluation programs and procedures at the local level. The general purpose of the investigations is to provide information for the State Department of Education and for local school systems which would be useful in improving local evaluation programs, procedures, and competencies. Information is gathered about planning and administration of testing programs, the grade levels in which tests are given, the specific tests or batteries used, the changes anticipated for next year, sources of information used in the past, suggestions from school personnel for new sources of information and for future workshops or conferences, unusual practices in some school systems, and the status of the development and use of behavioral objectives, criterion referenced tests, and attempts to measure non-cognitive outcomes of education. (Author/MV)

ED 131 111 TM 005 836

Erickson, Glenn R. Sheehan, Daniel S.

An Evaluation of a Teaching Improvement Process for University Faculty.

Pub Date [Apr 76]

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Classroom Observation Techniques, *College Instruction, *College Teachers, Effective Teaching, Feedback, Graduate Students, Higher Education, Inservice Teacher Education, *Instructional Improvement, Program Effectiveness, *Program Evaluation, Questionnaires, Student Attitudes, Teacher Attitudes, Teacher Evaluation, *Teacher Improvement, Teaching Skills, Video Tape Recordings

Forty faculty volunteers from 30 departments were randomly assigned to one of three experimental conditions: "full process," with teaching performance data collection, feedback, diagnosis, applied instructional improvement strategies and data re-collection; "diagnostic," which excluded the applied improvement strategies; and "data collection only." Full process and diagnostic condition faculty were assisted throughout by gradu-

ate student "teaching improvement specialists." Late semester findings were that full process instructors considered the process to be effective, worth their time and effort, and appropriate for their peers. There were no across treatment differences in faculty attitudes or self-ratings of teaching skill improvement, need for improvement, or overall teaching competence. Nor were there consistent across treatment differences in their students' attitudes or ratings of instructor teaching skill and improvement. (Author)

ED 131 112 TM 005 837

Alkin, Marvin C. And Others

ALL WIN-U.S.A. Cost Effectiveness Study. Final Evaluation Report.

Educational Evaluation Associates, Los Angeles, Calif.

Spons Agency—Los Angeles County Superintendent of Schools, Calif.

Pub Date 15 Sep 75

Note—114p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Achievement Gains, Achievement Tests, *Compensatory Education Programs, *Cost Effectiveness, Criterion Referenced Tests, Elementary Secondary Education, *Instructional Programs, Mathematics, Post Testing, Pretesting, *Program Costs, *Program Evaluation, Reading, School Districts, Standardized Tests

Identifiers—California (Los Angeles), Los Angeles County Schools, New Century

The ALL WIN-U.S.A. Project, administered by the Office of the Los Angeles County Superintendent of Schools (OLACSS), was to provide basic-skills instruction in reading and mathematics that would result in significant improvement in the respective achievement domains, in learner attitudes, and cost effectiveness relative to the previous curriculum and instruction. The OLACSS selected the New Century Education Corporation to provide the major elements of the educational program which has three major components: (1) individualized learning centers; (2) a mathematics and reading curriculum covering all grade levels, delivered in an individual and prescriptive manner; and (3) a preservice training institute for teachers and administrators. The New Century program was installed at 48 schools that met OEO eligibility requirements. Fiscal data for this study were collected from the various school districts in order to determine those program costs that had been paid from district funds. Outcome data collected as a part of the initial ALL-WIN evaluation were utilized for considering the effectiveness of the program. Data from various of the outcome determinations are summarized in this report but unique analyses have been performed only for three of the cognitive achievement measures. (MV)

ED 131 113 TM 005 838

Hiscox, Michael D. Nafziger, Dean H.

A Survey of Current Practices in Occupational Certification and Licensing Testing.

Pub Date [Sep 75]

Note—14p.; Paper presented at the Annual Conference of the Military Testing Association (17th, Fort Benjamin Harrison, Indiana, September 15-19, 1975); For a related document, see ED 128 402

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Certification, Correspondence Schools, *Correspondence Study, Data Collection, *Independent Study, Information Sources, Job Skills, *Occupational Tests, *Surveys, *Testing Programs

A study program and test collection project was recently completed by the Clearinghouse for Applied Performance Testing at the Northwest Regional Educational Laboratory (NWREL). The project focused on two separate, but related, objectives: compilation of self-study programs leading directly to certification or licensing and development of a survey of occupations to provide both general and specific information on licensing and certification procedures for those occupations in which vocational competence is determined through examination. To determine the availability of certification tests, NWREL staff contacted over 1,000 potential information sources by telephone, first-class mail or personal interview. University and municipal libraries provided available written references, while three computer searches supplied abstracts of significant educational and vocational articles. Overall,

the information solicitation phase was judged successful. Adequate information was available on all occupations and programs NWREL wished to include in the compilation, and the information received appears to cover the majority of existing occupational examination processes. (Author/MV)

ED 131 114 TM 005 839

Lambert, Nadine M.

APPLE Observation Variables as Measures of Teacher Performance.

Pub Date [Apr 76]

Note—12p.; Not available in hard copy due to marginal legibility of original document; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976); For related documents, see ED 127 364-375 and TM 005 840-844

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, *Classroom Observation Techniques, *Effective Teaching, Elementary Education, Grade 2, Grade 5, Mathematics, Reading, *Student Behavior, Student Teacher Relationship, *Teacher Behavior

Identifiers—Anecdotal Processing Promote Learning Experience, *APPLE Observation System, *Beginning Teacher Evaluation Study Phase II

The Beginning Teacher Evaluation Study, Phase II, was a research project on effective teaching behavior—what teachers do that significantly affects what and how pupils learn. The purposes of Phase II were to (1) develop an assessment system for measuring teacher and student behaviors and other factors which could influence each of them and their interrelationships and (2) generate hypotheses about the interrelationships among teacher and pupil behaviors and related factors. Subjects were 41 second grade and 54 fifth grade experienced teachers in eight school districts in California. The APPLE Observation System was one of two observational systems used in the study. The APPLE System involves a written record of the behaviors of teachers and pupils. "Scores" in the form of prorated frequencies from the observations were used as measures of teaching performance and pupil behavior. (RC)

ED 131 115 TM 005 840

Calfee, Robert C. Calfee, Kathryn Hoover

Reading and Mathematics Observation System: Description and Measurement of Time Usage in the Classroom.

Pub Date [Apr 76]

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976); For related documents, see ED 127 364-375 and TM 005 839-844

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, *Classroom Observation Techniques, *Effective Teaching, Elementary Education, Grade 2, Grade 5, *Mathematics, *Reading, Student Behavior, Teacher Behavior, *Time

Identifiers—*Beginning Teacher Evaluation Study Phase II, RAMOS, *Reading and Mathematics Observation System

The Beginning Teacher Evaluation Study, Phase II, was a research project on effective teaching behavior—what teachers do that significantly affects what and how pupils learn. The purposes of Phase II were to (1) develop an assessment system for measuring teacher and student behaviors and other factors which could influence each of them and their interrelationships and (2) generate hypotheses about the interrelationships among teacher and pupil behaviors and related factors. Subjects were 41 second grade and 54 fifth grade experienced teachers in eight school districts in California. The Reading and Mathematics Observation System (RAMOS) was one of two observational systems used in the study. With RAMOS, a trained observer can record continuously the events in a regular classroom in comprehensive detail and in real time. The system permits the observer to focus either on the teacher, a group of students, or a small number of target students, depending on the purpose of the observation. "Scores" from the observations were used as measures of teacher performance for the analyses done in the study. (RC)

ED 131 116 TM 005 841

Elias, Patricia And Others
The Reports of Teachers About Their Mathematics and Reading Instructional Activities.

Pub Date [Apr 76]

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976); For related documents, see ED 127 364-375 and TM 005 839-844

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Diaries, Elementary Education, *Elementary School Teachers, Grade 2, Grade 5, Instructional Materials, *Learning Activities, *Mathematics, *Reading, Teacher Behavior, *Teaching Methods, Time

Identifiers—*Beginning Teacher Evaluation Study Phase II

The Beginning Teacher Evaluation Study, Phase II, was a research project on effective teaching behavior—what teachers do that significantly affects what and how pupils learn. The purposes of Phase II were to (1) develop an assessment system for measuring teacher and student behaviors and other factors which could influence each of them and their interrelationships and (2) generate hypotheses about the interrelationships among teacher and pupil behaviors and related factors. Subjects were 41 second grade and 54 fifth grade experienced teachers in eight school districts in California. Teacher reports of their instructional activities and procedures were used as one source of descriptive information about classrooms. Different kinds of "scores" from these reports were employed as measures of teaching performance for the analyses done in the study. (RC)

ED 131 117 TM 005 842

McDonald, Frederick J.

A Report on the Results of Phase II of the Beginning Teacher Evaluation Study: The Effects of Teaching Performances on Student Learning.

Pub Date [Apr 76]

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976); For related documents, see ED 127 364-375 and TM 005 839-844

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, *Effective Teaching, Elementary Education, Grade 2, Grade 5, *Mathematics, Predictor Variables, *Reading, *Teacher Behavior

Identifiers—*Beginning Teacher Evaluation Study Phase II

The Beginning Teacher Evaluation Study, Phase II, was a research project on effective teaching behavior—what teachers do that significantly affects what and how pupils learn. The purposes of Phase II were to (1) develop an assessment system for measuring teacher and student behaviors and other factors which could influence each of them and their interrelationships and (2) generate hypotheses about the interrelationships among teacher and pupil behaviors and related factors. Subjects were 41 second grade and 54 fifth grade experienced teachers in eight school districts in California. Pupils' reading and mathematics skills were measured. Reading scores were for decoding, comprehension, and applications; mathematics scores were for computation, concepts, and applications. Students' attitudes, aptitudes, cognitive style and expectations were also measured. The teachers were tested on a variety of knowledge and aptitude factors including cognitive style. Path analyses and multiple and stepwise regression of residual and mean gain scores on teaching performance were performed. Results indicate a significant and consistent effect of teaching performances on student learning. (RC)

ED 131 118 TM 005 843

Ekstrom, Ruth B.

Teacher Aptitudes, Knowledge, Attitudes, and Cognitive Style as Predictors of Teaching Behavior.

Pub Date [Apr 76]

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976); For related documents, see ED 127 364-375 and TM 005 839-844

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Aptitude, Classroom Observation Techniques, Cognitive Style, *Effective Teaching, Elementary Education, *Elementary School Teachers, Grade 2, Grade 5, Knowledge Level, Mathematics, *Predictor Variables, Reading, Teacher Attitudes, *Teacher Behavior, *Teacher Characteristics

Identifiers—*Beginning Teacher Evaluation Study Phase II

The Beginning Teacher Evaluation Study, Phase II, was a research project on effective teaching behavior—what teachers do that significantly affects what and how pupils learn. The purposes of Phase II were to (1) develop an assessment system for measuring teacher and student behaviors and other factors which could influence each of them and their interrelationships and (2) generate hypotheses about the interrelationships among teacher and pupil behaviors and related factors. Subjects were 41 second grade and 54 fifth grade experienced teachers in eight school districts in California. A battery of tests measuring verbal, reasoning, memory, and divergent production aptitudes, knowledge of teaching, knowledge of the skills required in reading and mathematics, attitudes toward teaching, expectations of and satisfaction with teaching as a career, and the cognitive style of field dependence-independence were administered to the teachers. Teaching behaviors were obtained from work diaries and two different classroom observation systems. Correlational and path analyses are presented showing the relationship between these variables and specific teacher behaviors during reading and mathematics instruction. (RC)

ED 131 119 95 TM 005 845

Cramer, Elliot M. Appelbaum, Mark I.

An Evaluation of Some Methods Used in the National Assessment of Educational Progress. Final Report.

North Carolina Univ., Chapel Hill. L.L. Thurstone Psychometric Lab.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Grant—NEG-00-3-0111

Note—131p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Academic Achievement, Analysis of Covariance, *Analysis of Variance, Comparative Analysis, *Groups, *National Surveys, *Statistical Analysis

Identifiers—*Balancing, National Assessment of Educational Progress, Nonorthogonal Analysis of Variance

A recurring problem in educational research has been the adjustment of data to account for initial differences among observed groups of individuals on attributes uncontrollable by the researcher. The procedure called "balancing" is introduced in the National Assessment of Educational Progress report as an adjustment method for this purpose. Since it is apparent that balancing is being used extensively both in the NAEP work and in the analysis of data from state assessments, this research aims at the development of a better understanding of the method and an evaluation of its strengths and weaknesses. The investigation of the nature of balancing required a detailed investigation of the nonorthogonal analysis of variance, the fundamental concepts of marginal means and marginal populations, as well as the investigation of balancing-like data analytic techniques such as "smear and sweep," analysis of covariance, and standardization. It was concluded that the general framework of nonorthogonal analysis of variance encompasses the most useful of the adjustment procedures when used in conjunction with the estimation of weighted marginal means. (RC)

ED 131 120 TM 005 846

Stone, Meredith K.

Correlates of Teacher and Student Cognitive Style. Beginning Teacher Evaluation Study Phase II, 1973-74.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-PR-76-19

Pub Date 76

Note—32p.; For related documents, See ED 127 364-375 and TM 005 839-843

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Achievement, Classroom Observation Techniques, *Cognitive Style, Elementary Education, *Elementary School Students, *Elementary School Teachers,

Grade 2, Grade 5, Mathematics, *Predictor Variables, Reading, Student Characteristics, Student Teacher Relationship, *Teacher Behavior, Teacher Characteristics

Identifiers—*Beginning Teacher Evaluation Study Phase II, Group Embedded Figures Test

In addition to data on teacher performance and student learning, the Beginning Teacher Evaluation Study, Phase II collected data on the aptitudes, attitudes, knowledge, and personal characteristics of 95 second and fifth grade teachers and their students. This permitted the investigation of the relation of cognitive style to a number of variables relevant to how teachers teach and students learn. Results indicated that for teachers cognitive style was significantly related to aptitude, satisfaction, and certain performances for specific subject matters and grade levels. It was not consistently related to those teaching performances which predicted student learning. For students, cognitive style was differentially related to student learning for different subject matters and at different grade levels. Except for decoding, cognitive style contributed more to learning in both reading and mathematics at the second grade level than it did at the fifth grade level. In addition, while the contribution of cognitive style to learning decreased between second and fifth grade, the contribution of aptitude increased. The findings consistently supported the hypothesis that cognitive style, acting as a mediating or process variable, had more impact when a child was first learning these particular reading and mathematics skills. (RC)

ED 131 121 TM 005 847

Jensen, Carl

The Relationship Between Academic Achievement and the Demographic Characteristics of Hearing Impaired Children and Youth. Series R, No. 2. Gallaudet Coll., Washington, D.C. Office of Demographic Studies.

Pub Date Sep 75

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, *Achievement Tests, Age, *Aurally Handicapped, *Demography, Elementary Secondary Education, Ethnic Groups, Hard of Hearing, Hearing Loss, Sex Differences, Special Education, Standardized Tests, Statistical Analysis, *Student Characteristics

Academic achievement test data from a nationwide random sample of 6,873 students enrolled in special educational programs for the hearing impaired in spring, 1974, were considered in relation to the demographic characteristics of the students. After statistical rescaling to eliminate the influence of age, the data clearly showed some strong relationships between test scores and such demographic variables as age at onset of the hearing loss, the cause of the loss, the degree of the loss (as better ear average), additional handicapping conditions, ethnic background, and type of special educational program. (Author)

ED 131 122 TM 005 848

Roberts, A. O. H.

Foibles and Fallacies in Educational Evaluation.

Pub Date Apr 76

Note—23p.; Not available in hard copy due to marginal legibility of original document; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Achievement Gains, Analysis of Covariance, *Compensatory Education Programs, Criterion Referenced Tests, Educational Innovation, Elementary Secondary Education, *Evaluation Methods, Federal Programs, Norms, *Program Evaluation, Research Design, *Research Problems, Statistical Bias, Tests of Significance, Test Wisdom

Federal assistance for special educational programs makes necessary the regular study of evaluations of thousands of innovations in compensatory education, bilingual education, and reading programs. The results are reported to the President and to Congress. However, investigating organizations find only a few programs with adequate evidence and thousands with faulty evaluation designs. Some of the most common faults are discussed, with examples. There are other factors which lower hopes. If greater numbers with real evidence could be found,

knowledge would increase even without an increase in the number of exemplary programs. (Author)

ED 131 123 TM 005 857
Evaluation of Dade County Public Schools Guidance Program, 1975-76.

Dade County Public Schools, Miami, Fla. Dept. of Planning and Evaluation.

Pub Date Sep 76

Note—77p.; Tables may reproduce poorly due to print quality of original

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administrator Attitudes, Counselors, *Elementary Secondary Education, *Guidance Programs, Participant Satisfaction, Principals, *Program Evaluation, *Surveys, Teacher Attitudes

Identifiers—*Dade County Public Schools, Florida (Dade County)

The elementary and secondary school guidance programs in the Dade County, Florida public schools were evaluated by means of (1) questionnaires and interviews of principals, teachers, counselors, and students; (2) time-logs maintained by the counselors; and (3) behavioral ratings by teachers of students who had been referred for and had received counseling over an extended period of time. Results were of a generally positive nature, although there were some identifiable areas where improvement in the programs should be considered. School administration, faculty, the guidance personnel, and students all considered that the programs were meeting definite needs at their respective levels, and that they were doing this in a generally satisfactory manner. Positive findings also occurred with respect to the potentials of counseling upon remediation of disruptive behavior and/or academic problems. Negative aspects included the following: (1) too little group counseling was being done in the secondary schools; (2) too little individual counseling was being done in the elementary schools; (3) parent and teacher conferences were insufficient in number; (4) too little clerical support was being used in individual course selection matters; (5) some discontent was expressed by elementary level counselors over the failure to receive the salary supplement provided to secondary counselors; and (6) too much time was not accounted for by the counselors in their activity logs. Since the elementary and secondary guidance programs appeared to have utility in meeting the district's objective of modifying disruptive behavior, it was seen as necessary to improve upon the negative findings. Recommendations were made. (RC)

ED 131 124 TM 005 863

Mills, Roger Bryan, Miriam M.

Testing...Grouping: The New Segregation in Southern Schools?

Southern Regional Council, Atlanta, Ga.

Pub Date 76

Note—82p.

Available from—Southern Regional Council, 52 Fairlee St., N.W., Atlanta, Georgia 30303 (\$2.50, Bulk Rate: \$2.00, five or more)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Ability Grouping, Achievement Tests, Aptitude Tests, Educational Legislation, Elementary Secondary Education, *Guides, Intelligence Tests, Norms, Reading Readiness Tests, Reading Tests, Southern Schools, *Standardized Tests, *Student Testing, Testing Problems, Test Interpretation, Test Reliability, Test Reviews, Test Selection, Test Validity

When a child takes a standardized test measuring ability or achievement, the results of that test may well determine the kind of education he is going to get. When school personnel select certain tests, administer them, and assign students to groups according to their scores on these tests, are they doing it in such a way that the end results are educationally sound for all children? The purpose of this handbook is to help answer this question. It explains what testing is all about and offers suggestions on how the testing and grouping of children in a school system may be examined. Information is provided in these areas: (1) ability grouping and tracking, (2) testing, (3) how to find out about ability grouping and tracking in a school system, (4) how to begin the move for reform in a system, and (5) ability grouping and the law. Appendices contain a section on the prevalence of ability grouping across the South, "Ability Grouping: Status, Impact, and

Alternatives" by Miriam Bryan, descriptions of tests commonly used in ability grouping, and a glossary of measurement terms used in this handbook. (RC)

ED 131 125 TM 005 873

Higgins, Paul S.

The Intermediate and Junior High Reading Programs of the 1974-75 Minneapolis Emergency School Aid Act Project: An Evaluation.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No—C-74-72

Pub Date May 76

Note—58p.; Appendices A-D may reproduce poorly due to print quality of original

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Compensatory Education Programs, Federal Programs, *Intermediate Grades, *Junior High Schools, Program Effectiveness, *Program Evaluation, Reading Comprehension, Reading Improvement, *Reading Programs

Identifiers—Emergency School Aid Act, *Minneapolis Public Schools, Minnesota (Minneapolis)

Two Emergency School Aid Act (ESSA)-funded compensatory education reading programs served 1900 Minneapolis students in desegregated schools during 1974-75. Both programs generally met their objectives for comprehension gain among disabled readers. Students in the ESAA Intermediate Reading Program achieved a median rate of about 3 grade-score months of comprehension gain for every month enrolled in the program. Students in the Junior High Reading Program made slightly less than 2 months gain per month enrolled if such students entered the program with pretest grade scores of 3.9 or less. For Junior High Program students entering with grade scores of 4.0-6.0, the median monthly gain rate was about 3. Differences among schools in gain rates are discussed in this report. Reading gains were measured using Gates-MacGinitie Primary C or Survey D comprehension tests. Both programs emphasized the use of audiovisual teaching machines, and commercial and Minneapolis-Schools-produced lessons usable with these machines. The frequency of use of various materials is reported. An evaluation of these programs was conducted by the Minneapolis Schools' Research and Evaluation Department. In the event that programs like these are funded in the future, the evaluator recommends (a) changes in pre-post testing procedure, including alternate forms and diagnostic-type tests; (b) use of a control-group evaluation design; (c) careful consideration of information needs among staff and funding agencies before beginning evaluation; (d) greater efforts to recruit both Native Americans and teachers with reading certification for staff positions. (Author/RC)

ED 131 126 TM 005 874

Higgins, Paul S.

The Desegregation Counselor Aide Program of the 1974-75 Minneapolis Emergency School Aid Act Project: Staff and Student Perceptions.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No—C-74-72

Pub Date Jun 76

Note—88p.; Appendices A-D may reproduce poorly due to print quality of original

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Conflict Resolution, *Counselors, Elementary Secondary Education, Federal Programs, Program Effectiveness, *Program Evaluation, Questionnaires, *Racial Attitudes, *School Aides, School Community Relationship, *School Integration

Identifiers—Emergency School Aid Act, *Minneapolis Public Schools, Minnesota (Minneapolis)

During 1974-75, 86 Desegregation Counselor Aides worked in 39 desegregated Minneapolis public schools. About three-fourths of the Aides served elementary schools. Aides attempted to resolve student-student and student-teacher conflicts, to improve interracial attitudes, and to act as liaisons between schools and the neighborhoods from which students were bused. The \$507,625 in federal ESAA funds awarded Minneapolis for operation of this program were used to employ Aides; to hire three coordinators of Aides; to conduct pre- and in-service training; and to collect questionnaire data on program ac-

tivities from school administrators, students, and Aides themselves. This report describes the operation of the Program and provides some information concerning Program impact. The decision not to measure the Program's stated objectives of reduced interpersonal conflict and improved interracial attitudes was based on consideration of the evaluation budget and other factors. Five questions were addressed in this report: (1) How did the program operate during 1974-75; (2) What contribution did Aides make to conflict resolution; (3) What were some of the characteristics of Aides' best work; (4) How great is the need for such a program; and (5) What recommendations should be made. (Author/RC)

ED 131 127 TM 005 875

Rosen, Pamela, Ed.

Test Collection Bulletin, Vol 10, No. 1.

Educational Testing Service, Princeton, N.J. Test Collection.

Pub Date Jan 76

Note—17p.

Available from—Test Collection Bulletin, Educational Testing Service, Princeton, N.J. 08540 (Subscription rate: \$2.00 per year, \$2.50 foreign)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement Tests, *Annotated Bibliographies, Aptitude Tests, Attitude Tests, *Bulletins, Interest Tests, Personality Tests, *Preschool Tests, Test Reviews, *Tests

This quarterly bulletin provides brief annotations for tests recently acquired by the Educational Testing Service Test Collection grouped under the following types: achievement; aptitude; personality, interests, attitudes, and opinions; miscellaneous, sensory-motor, and unidentified. Entries of interest to those working with young children are indicated. Also included are announcements received, new references, test reviews, notes, and addresses. (RC)

ED 131 128 TM 005 876

Willoughby, Lee And Others

A Comparison of Domain-Referenced and Classic Psychometric Test Construction Methods.

Pub Date 76

Note—13p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (New Orleans, Louisiana, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Comparative Analysis, *Criterion Referenced Tests, *Norm Referenced Tests, Statistical Analysis, *Test Construction, Test Reliability

Identifiers—*Domain Referenced Tests

This study compared a domain referenced approach with a traditional psychometric approach in the construction of a test. Results of the December, 1975 Quarterly Profile Exam (QPE) administered to 400 examinees at a university were the source of data. The 400 item QPE is a five alternative multiple choice test of information a "safe" physician should know. Content of the exam covers the broad areas of Internal Medicine, Pediatrics, Obstetrics/Gynecology, Surgery, and Basic Science, as well as additional sub-topics. For purposes of this study, two 75 item tests were constructed by pulling from the 400 item QPE by two different strategies. The domain referenced approach was used to construct a 75 item test by a random sample of the 400 items. Selection of the 75 items with the highest point biserial item-total correlations represented the traditional psychometric approach to test construction. The exams were then rescored to obtain scores and item analysis data on the random and psychometric tests. Then, the two tests were compared with respect to distribution of p values (the proportion answering an item correctly), point biserial item-total correlations, student scores across medical school year level and reliability. The results were discussed with regard to their consistency with expectations of the domain referenced and psychometric approaches. (Author/RC)

UD

ED 131 129 UD 016 283

Davis, Lenwood G., Comp.

Poverty and the Black Community: A Preliminary Survey. Exchange Bibliography No. 965.

Council of Planning Librarians, Monticello, Ill.
Pub Date 75

Note—23p.

Available from—Council of Planning Librarians,
P. O. Box 229, Monticello, Illinois 61856
(\$2.00, paper)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bibliographies, *Black Community, Books, Economic Factors, Educational Problems, Family Problems, Negro Achievement, Negro Culture, Negro Education, Negro Employment, *Negroes, Negro Housing, Negro Role, *Poverty Research, Racism, *Reference Materials, *Resource Materials, Social Influences, Social Problems, Social Structure

This bibliography of books and articles is a preliminary survey of material written on poverty and the black community. Both early and the latest works through 1975 on poverty are included. Most of the books included in the bibliography are noted themselves to have bibliographies that could be consulted for additional references. Among the topics that are covered in this bibliography are the following: the economics of poverty, marriage and family life, the politics of poverty, racial prejudice, the Civil Rights movement, racial problems the mental health of the poor, urban redevelopment, social structure and mobility, housing problems, and other poverty related issues. (Author/AM)

ED 131 130

UD 016 291

Lash, Trude W. Sigal, Heidi

State of the Child: New York City.

Foundation for Child Development, New York, N.Y.

Pub Date Apr 76

Note—203p.

Available from—Foundation for Child Development, 345 East 46th Street, New York, N.Y. 10017 (Price not quoted)

EDRS Price MF-\$0.83 HC-\$1.37 Plus Postage.

Descriptors—Bilingual Education, Budgets, Child Abuse, *Child Care, *Child Development, Childhood Interests, *Childhood Needs, *Child Psychology, *Child Rearing, *Child Role, Child Welfare, Ethnic Groups, Family Characteristics, Foster Children, Health Needs, Juvenile Courts, Law Enforcement, Learning Experience, Minority Group Children, Minority Groups, Pilot Projects, Program Descriptions

Identifiers—*New York (New York)

Based primarily on publicly available statistics, this report puts together information relating to the condition of New York City children. After compiling lists of the major concerns for children, and testing them against the reactions of experts and relevant research literature, the availability of usable statistical indicators is explored. In order to indicate improvements where they are needed, the analysis of how children are doing is combined with an examination of selected public programs and investments. Community organizations trained teams of lay and professional members for the task, developed standard observations and interview guides, assembled and analyzed their materials, and developed their reports and recommendations. These organizations and their task forces are responsible for the reports, on which four of the chapters of this report are based. Monitoring targets were: (1) child health statistics; (2) the public school attendance program; (3) food programs in the public schools; and (4) bilingual programs in the schools. An analysis of the city's budget for children is also undertaken and a brief summary of a methodology devised for measuring children's perceived quality of life is provided. (Author/AM)

ED 131 131

UD 016 480

Linn, Margaret W. And Others

Fertility Related Attitudes of Minority Mothers with Large and Small Families.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date [74]

Contract—NICHHD-HD06032

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Abortions, American Indians, *Birth Rate, Caucasians, Contraception, Cubans, *Cultural Differences, Cultural Factors, *Ethnic Groups, *Family Attitudes, *Family Life, Mexican Americans, Migrants, Minority Groups, *Mother Attitudes, Mothers, Negroes, Pregnancy, Protestants, Sexuality, Social Attitudes

The relationship between certain attitudes and the levels of fertility in five cultural groups was explored in this study. The group studied were blacks, Cubans, American Indians, migrant Chicanos, and white Protestants. Mothers, aged 35-45, with one or two children (small family) or five children (large family) were compared. Attitudes measured included those toward pregnancy, family, abortion, sex, birth control, and parents. Findings indicated that large family mothers were generally more negative toward birth control, sex, and family. Cultures differed significantly on all six attitudes, with attitudes toward abortion and pregnancy being the best discriminators. Significant interactions between culture and size were found on attitudes toward birth control and pregnancy. In general, large families wanted fewer children than they had, and their negative attitudes toward birth control might be related to their ineffective experiences; however, the trend was reversed in the migrant group where small family mothers were more negative toward birth control. Since small family mothers among migrant Chicanos were difficult to find and their estimates of ideal family size were large, it is likely that their negative attitudes toward birth control reflected an aversion to its use. (Author/AM)

ED 131 132

UD 016 519

Roby, Wallace R. Lehman, Lois B.

Connecticut Compensatory Education Programs. Annual Evaluation Report, 1973-74. Programs Supported by Connecticut Act for Educationally Deprived Children and Title I of the Education Amendments of 1974.

Connecticut State Dept. of Education, Hartford. Bureau of Evaluation and Educational Services.

Pub Date Nov 74

Note—91p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Achievement Gains, *Achievement Rating, *Annual Reports, *Compensatory Education Programs, Economically Disadvantaged, Educationally Disadvantaged, Federal Programs, Instructional Staff, Minority Group Children, Program Budgeting, Program Costs, *Program Effectiveness, *Program Evaluation, Public Schools, Student Distribution

Identifiers—*Connecticut

The first section of this report provides the pupil count, expenditures, and staff figures for the 1973-74 school year Connecticut compensatory education programs. Section two provides the major types of programs for public and non-public schools and the frequency of their occurrence in 1973-1974. The programs include preschool, reading and math, and summer programs. The third section addresses achievement test results, which are given in terms of a grade equivalent analysis, and a standard score analysis. The rest of this section provides a discussion of the test analyses presented. It is suggested that the use of grade equivalent test score analysis at the school district, the State, and the Federal levels be discontinued in favor of a more accurate way of reporting the achievement of compensatory children to the public. Although various features that improve the method of reporting achievement are incorporated in the additional way Connecticut has analyzed compensatory pupil test information for the past two years, two considerations are seen to need further attention. First, some of the Connecticut analyses are shown not to be consistent with that of the much larger MAT Gains sample; second, this report does not deal with the issue of how the MAT Gains approach can be used effectively at the school district, the State, and the Federal levels of participation to determine whether pupils are performing any better than they would have, had compensatory help not been provided to the selected pupils. (Author/AM)

ED 131 133

UD 016 520

Penner, Louise A. Anh, Tran

A Comparison of American and Vietnamese Value Systems.

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—American Culture, Beliefs, *Comparative Analysis, *Cross Cultural Studies, Cultural Context, Cultural Differences, Cultural Factors, Educational Background, Educational Experience, Ethnic Groups, Group Norms, *Moral Values, *Personal Values, Sex Differences, *Social Values

Identifiers—*United States, *Vietnam

The similarities and differences in value systems between Americans and Vietnamese are investigated in this study. A national sample of 1,427 Americans was given Rockeach's (1969) value survey. The scale was then translated into Vietnamese and given to a randomly selected group of 349 Vietnamese living in South Vietnam shortly before the fall of Saigon. Three comparisons of value systems were made: (1) overall differences between Americans and Vietnamese; (2) differences between males and females in the two countries; and (3) differences between individuals with comparable amounts of education in the two countries. Among the results reported are: (1) Vietnamese are more concerned about their security and less concerned about their individual freedom than are Americans; (2) the value systems of males in the two countries tend to be more similar than the value systems of women; (3) college educated Vietnamese respondents are more like their American counterparts than are less educated Vietnamese; and (4) in many respects, the values of college educated Vietnamese are more similar to Americans' values than to those of other Vietnamese. Two conclusions are made: What primarily differentiates the respondents in the two countries is not their goals in life, but the means by which these are reached. (2) These value differences seem to be due to the Confucian influence in Vietnam and may be less modifiable by experiential factors than terminal values. (Author/AM)

ED 131 134

UD 016 521

Jackson, John H. Bernauer, Margaret

Skills for Comprehensive and Effective Psychological Services in Large Urban School Districts.

American Psychological Association, Washington, D.C.

Pub Date Aug 75

Note—46p.; Summary of a Division of School Psychology Workshop, American Psychological Association 20th Professional Institute (Chicago, Illinois, August 27-29, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Role, Job Skills, Job Training, Professional Continuing Education, Professional Education, Professional Occupations, Professional Personnel, *Professional Services, *Professional Training, Program Effectiveness, *Psychological Services, School Administration, School Districts, *School Psychologists, *Skill Analysis, *Skill Development, Training Objectives, Urban Areas

The first section discusses the expected on-the-job capabilities of school psychologists in relation to preservice training. The major topics addressed include: diagnosis; consultation; therapeutic intervention; and administration, supervision, and relationships. The second section identifies the capabilities required of school psychologists and administrators of school psychological services. It focuses, on the psychoeducational diagnostic capabilities needed by school psychologists, on the psychoeducational consultation capabilities needed by staff psychologists, and on the administration, supervision, and relationships capabilities needed by administrators and supervisors. Workshop participants agreed on a number of recommendations, the ultimate end of which were to bring university training in line with service needs in the schools of large urban districts. Five recommendations were made: (1) review and improve criteria for selecting individuals for acceptance into school psychology training programs and provide them with opportunities for personal development experiences; (2) encourage careful selection of students; (3) encourage trainers to expose students to experiences designed to maximize their sensitivities to other countries; (4) encourage trainers to give careful consideration to standardization of diagnostic skills training programs; and (5) encourage continuing education for school psychologists on the job. (Author/AM)

ED 131 135

UD 016 522

Bikson, Tara Kay

Minority Speech as Objectively Measured and Subjectively Evaluated.

Pub Date Sep 74

Note—5p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Caucasian Students, Comparative Analysis, Elementary Education, *Ethnic Groups, Ethnic Stereotypes, Evaluation,

Evaluation Methods, Linguistic Competence, *Linguistic Performance, Mexican Americans, *Minority Groups, Negro Students, *Objective Tests, *Performance Factors, Racial Discrimination, Teacher Attitudes, *Teacher Evaluation

Spontaneous speech performance of ethnically diverse children was investigated by linguistic measures and teacher evaluations. Interview data was collected from 144 elementary school children, comprising equal white, Chicano, and black subsamples evenly divided among lower and higher grades. Speech evaluators were 60 white teachers. Analyses focused on whether minority children were, or were perceived as, linguistically deficient compared with white age mates. Measures indicate that minority speech performance equalled or excelled white performance, but teachers heard it as significantly inferior. Two points are noted: (1) teachers did not hear Chicano-black speech differences which appeared in the objective measures, suggesting that their inability to discriminate properties of unfamiliar speech styles partially accounts for differences between objective and subjective outcomes. (2) The very regular patterning of minority evaluation and the reversal of age trends from objective to subjective measures, suggest that ethnic stereotyping was also at work in the results. The extent to which teacher unresponsiveness to minority ability in the younger grades is related to absence of objective performance gains in the older grades is not assessed here. However, it is held that there are many links between speech performance style and school success. (Author/AM)

ED 131 136 UD 016 523

Daum, Jeffrey W.

Equal Employment Legislation: Alternative Means of Compliance.

Pub Date 76

Note—18p.; Modification of a paper presented at the Meeting of the Southeastern Psychological Association (New Orleans, Louisiana, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affirmative Action, *Discriminatory Legislation, *Employment Opportunities, *Employment Practices, Employment Services, Employment Trends, Equal Opportunities (Jobs), *Law Enforcement, *Organizational Climate, *Organizational Effectiveness, Personnel Policy, Testing Problems

Alternative means of compliance available to organizations to bring their manpower uses into line with existing equal employment legislation are discussed in this paper. The first area addressed concerns the classical approach to selection and placement based on testing methods. The second area discussed reviews various non-testing techniques, such as training and orientation-immersion programs. The third section looks at affirmative action programs and their impact on compliance. Finally, based on present trends, an extrapolation is made of future means of compliance available to organizations. One factor which is apparent with respect to existing manpower management systems and which is reflected in the alternative means of compliance discussed in this paper is the need for the "intake" functions of organizations to become more sensitive to the idiosyncratic strengths and weaknesses of the (new) employees. It is emphasized that educators need to demonstrate a strong advocacy to the ideology behind the existing legislation—that of insuring equal opportunity to all individuals based solely on job performance capabilities. (Author/AM)

ED 131 137 UD 016 524

Aboud, Frances E. Mitchell, Frank G.

Taking the Role of Different Ethnic Groups: A Developmental Study.

Pub Date Sep 75

Note—32p.; Two appended tables have been deleted from this document due to poor reproducibility

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Affective Behavior, Age, Age Groups, Behavior Development, *Childhood Attitudes, *Children, Cognitive Ability, Cognitive Development, Cognitive Processes, Developmental Psychology, *Ethnic Groups, Ethnic Status, Grade 1, Grade 3, Language, *Role Perception, *Role Playing, Role Theory, Social Attitudes, Social Factors

The factors involved in assuming the role of members from different social groups were studied in six- and eight-year-old white Anglo-American children. The role taking task involved rating various ethnic members in terms of their desirability as uncles or nephews for the role person. A cognitive-developmental factor was manipulated by choosing two age groups of subjects around the decentration stage of cognitive development. Social factors were introduced by having the children take the roles of persons who varied along three social dimensions—ethnicity, age, and language. The ethnicity variables was the major focus for the role taking, and accurate role taking was operationalized as showing a preference for kin from the same ethnic groups as the role person. Results indicate that both six- and eight-year-olds were accurate in taking the role of their own and a liked ethnic group, but inaccurate when taking the role of a disliked group. Age differences in various roles taken did not disrupt this accuracy, but language differences did, especially when the white role person spoke a non-English language. Difficulties in role taking are discussed in terms of two disruptive processes: egocentric tendencies and lack of perceptual differentiation. (Author)

ED 131 138 95 UD 016 525

Career Intern Program Implementation Planning Guide. CIP: A New Meaning in Education.

Urban Career Education Center, Philadelphia, Pa.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Contract—300-75-0262; NE-C-00-3-0122

Note—17p.; For related document see UD 016 526

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Awareness, *Career Education, Career Planning, Educational Alternatives, *Guidelines, Guides, Low Income Groups, Occupational Choice, Occupational Information, Program Administration, Program Development, *Program Guides, Program Planning, *Task Analysis, Task Performance, Urban Areas, *Vocational Development, Vocational Education

Identifiers—*Career Intern Program, CIP, Pennsylvania (Philadelphia), UCEC, *Urban Career Education Center

This guide deals with the implementation of the Career Intern Program (CIP), a major component of the Urban Career Education Center (UCEC) of Philadelphia, an alternative approach to the traditional educational system which emphasizes career development. The guide offers initial suggested procedures for local administrators to follow in developing UCEC in their neighborhood. It equips the administrator with information on workscope, proposed time sequences, and expected outcomes. It can be used in concert with the available technical assistance and support services provided through the existing UCEC program. The first section of the guide focuses on how UCEC is implemented. A second section offers suggested timelines for the implementation of a CIP Program. A third section provides a number of implementation task statements and outcomes. (Author)

ED 131 139 95 UD 016 526

Urban Career Education Center Implementation Planning Guide. UCEC: A New Meaning in Education.

Urban Career Education Center, Philadelphia, Pa.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Contract—NE-C-00-3-0122; OF-300750262

Note—17p.; For related document see UD 016 525

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Awareness, *Career Education, Career Planning, *Educational Alternatives, *Guidelines, Guides, Low Income Groups, Occupational Choice, Occupational Information, Program Administration, Program Development, Program Guides, Program Planning, *Task Analysis, Task Performance, Urban Areas, *Vocational Development, Vocational Education

Identifiers—OICA, *Opportunities Industrialization Centers of America, Pennsylvania (Philadelphia), UCEC, *Urban Career Education Center

This guide deals with the implementation for an Urban Career Education Center Program (UCEC), an alternative approach to the traditional educational system which emphasizes career development. The guide offers initial suggested procedures for local administrators to follow in developing a UCEC in their neighborhood. It can be used in concert with the available technical assistance and support services provided through the existing UCEC program. The first section of the guide answers how UCEC is implemented. Section 2 offers suggested timelines for the implementation of a UCEC program. Section 3 provides various implementation task statements and outcomes. The tasks that are discussed include the following: (1) to consider the adoption or adaptation of the UCEC program; (2) to have the local personnel prepare the implementation proposal; (3) to begin the site selection process; (4) to implement the start-up activities; (5) to begin the operational program for UCEC; and, (6) to have the UCEC and the Industrialization Centers of America (OICs/A)—the organization from which the UCEC program stems) monitor and provide close start-up support for each local unit's programs. (Author)

ED 131 140 UD 016 527

Fromkin, Howard L., Ed. Sherwood, John J., Ed.

Intergroup and Minority Relations. An Experiential Handbook.

Pub Date 76

Note—181p.

Available from—University Associates, Inc., 7596 Eads Avenue, La Jolla, California 92037 (\$7.50)

Document Not Available from EDRS.

Descriptors—Attitude Tests, Changing Attitudes, *Group Experience, Human Relations, *Intergroup Education, *Intergroup Relations, *Manuals, Minority Groups, Negro Attitudes, Program Development, Racial Attitudes, Role Perception, Social Attitudes, Social Experience, *Workshops

This book reports some creative efforts and procedures to help members of different groups expand their perspectives of themselves and of other persons, and explore more fully their choice for action. While the book's focus is often on blacks, its intention is much broader in the area of minority relations. The specific experiments, experiences, and activities are stated to be designed to increase a person's understanding of the essential characteristics of persistent conflict between groups: ethnocentrism, the misplacement of one's own problems onto others as if they arose from the other group's inadequacies, denial of access to desired resources or opportunities, and disproportionate distribution of power. The book is organized into four major sections. One workshop design section contains nine descriptions of experience-based programs with a variety of objectives. A section on structured experiences contains 19 activities that are, in general, intended to expand the participants' awareness of their own ideas and behavior. A section on instrumentation contains four paper and pencil devices useful in both training and evaluation. A last section on resources contains references to films, tapes, and training packages. (Author/JM)

ED 131 141 UD 016 528

Ford, David L., Jr., Ed.

Readings in Minority-Group Relations.

Pub Date 76

Note—356p.

Document Not Available from EDRS.

Descriptors—*Administrative Principles, Employment Programs, *Intergroup Relations, Laborers, *Minority Groups, Negro Attitudes, Negro Leadership, *Organizations (Groups), Personnel Evaluation, *Personnel Management, Racial Attitudes, Racial Discrimination, Racial Integration, Social Adjustment, Work Attitudes

The primary objectives of this book are to provide a background on how minority group members adapt and accommodate to various types of organizational circumstances, and to help the reader understand the differences in behaviors and job-related outcomes for white and nonwhite group members. The book is stated to be designed for present and potential managers, human relations and organizational consultants, personnel administrators, students of organizational behavior and management, and others who are interested in managing the interface between "different" groups of people. The book is divided

into four major sections: minority group social interaction, minority leadership and competition, the minority worker, and minorities in the organization. The section on minority group leadership and competition offers articles relating to nature of problems encountered in supervisory positions. The section on minority group social interaction contains articles covering the areas of racial attitudes and perceptions, and the effects of social prejudice on behavior. The articles on the minority worker highlight research findings pertaining to work values, work expectations, and job satisfaction of minority group employees. The section on minorities in the organization contains articles dealing with the integration of blacks into white organizations, employment programs for minorities, and testing and evaluation procedures. (Author/JM)

ED 131 142 UD 016 529

Nurcombe, Barry
Children of the Dispossessed.
Hawaii Univ., Honolulu. East-West Center.
Pub Date 76
Note—270p.; East-West Center Culture Learning Institute Monograph
Available from—University Press of Hawaii, 2840 Kolowalu Street, Honolulu, Hawaii 96822 (\$7.75)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, Cognitive Processes, Cultural Disadvantage, Cultural Factors, Early Childhood Education, Educational Research, Intelligence, *Intelligence Differences, Literature Reviews, *Nature Nurture Controversy, *Preschool Programs, Program Evaluation, Psychological Studies, *Racial Differences, Statistical Analysis
Identifiers—*Aborigines, *Australia, Jensen (Arthur R.)

This book starts with a review of the evolution of the notion of intelligence in its first chapter. In 1969, an article by psychologist Arthur R. Jensen suggested that there may be innate differences in intellectual potential between blacks and whites, and, if so, these differences should be taken into account in educational planning. The controversy that ensued over Jensen's statement is reviewed in chapter two. Various approaches to environmentally determined differences in cognitive performance are discussed in chapter three. The early 1960s saw a resurgence of the preschool movement in the U.S. Controversial issues about the programs coming from this movement are the subject of chapter four. The history, cultural setting, and educational difficulties of the about 150,000 Aborigines of Australia are discussed in chapter five. In chapter six, the history, rationale, and results of an Australian preschool in the outback, established for part-Aboriginal children, are described. Chapter seven deals with theoretical issues in cognitive development. Chapter eight considers the assumptions underlying, and the questions raised by the framework proposed in chapter seven. (Author/JM)

ED 131 143 UD 016 530

Gorham, William, Ed. Glazer, Nathan, Ed.
The Urban Predicament.
Urban Inst., Washington, D.C.
Pub Date 9 Jun 76
Note—366p.
Available from—The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (\$10.00, cloth; \$4.95, paper)

Document Not Available from EDRS.

Descriptors—City Government, City Planning, *City Problems, *Crime, *Educational Problems, Federal Government, Financial Needs, Financial Policy, *Financial Problems, Government Role, Housing Needs, Public Policy, State Government, *Transportation, Violence
Identifiers—*New York (New York)

A number of contributors bring together much of what is known about some of New York City's major problems. In an "introduction and overview" chapter, the editors of the book take a look at chapters that follow in the context of recent attempts by the Federal government to influence city conditions. A "finance" chapter presents a comprehensive analysis of the circumstances through which most of the largest cities got into their fiscal bind and suggests what each level of government can do to ease the bind. A "housing" chapter surveys a number of past and current aspects of housing, suggesting how all of

them relate to each other in the operation of the housing market. A "crime" chapter focuses on the nearer-term methods of reducing street crime, particularly robbery. Also presented is an analysis of the effect that a higher arrest and incapacitation might have on the crime rate. The bulk of an "education" chapter is devoted to an analysis of desegregation in the public schools since 1968. A "transportation" chapter covers most of the problems on the passenger transportation scene. (Author/JM)

ED 131 144 UD 016 531

Agelism in Children's Books.
Council on Interracial Books for Children, Inc., New York, N.Y.
Pub Date 76
Note—25p.

Available from—Interracial Books for Children, 1841 Broadway, New York, N. Y. 10023 (\$2.00)

Journal Cit—Interracial Books for Children Bulletin; v7 n6 p1-22 1976

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Age, Age Groups, *Childrens Books, *Childrens Literature, Geriatrics, *Gerontology, *Labeling (of Persons), *Older Adults, Reference Materials, Resource Materials, Senior Citizens, Statistical Data, *Stereotypes

Identifiers—*Age Discrimination, *Ageism

The five articles in this special issue of the bulletin deal with age discrimination in children's books. The first article is the first of two parts that deal with how older people are stereotyped; part 1 presents the statistical findings of the first major study of stereotypes based on age and ageism in children's literature, while part 2 illustrates ageist stereotypes with examples. The third article presents statistics and information to counter common ageist myths. The fourth article presents practical consciousness raising exercises on ageism for classrooms, which can be adapted for adult workshops. The final article provides an annotated list of recommended books to counter ageist stereotypes and myths, and a list of organizations concerned with fighting ageism. (Author/AM)

ED 131 145 UD 016 532

Branch, Helen
Project Propinquity 1975-76. Research and Evaluation Report, Volume 10, Number 4, September 1976.

Atlanta Public Schools, Ga.
Pub Date Sep 76
Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Attendance Patterns, *Compensatory Education Programs, Delivery Systems, *Dropout Prevention, *Economically Disadvantaged, *High School Students, *Inner City, Low Achievers, Program Evaluation, Pupil Personnel Services, School Attitudes, Social Services, Student Attitudes, Student Behavior
Identifiers—*Georgia (Atlanta), Project Propinquity

In the 1974-75 school year, the pilot operation of Project Propinquity began at Roosevelt High School, Atlanta, Georgia. The project, originated and sponsored by Exodus Inc., was designed to deliver social services to inner-city youth, ages 15 to 19, at the site of delivery of their instructional services. In the 1975-76 school year, the project moved to Smith High School and was enlarged to include approximately 120 students. The principal goal of the project was to provide a support system for adolescents which would allow each one to acquire the self-sustaining knowledge and skills which would reduce the need for social welfare dependency. The critical variables used to assess the achievement of program objectives were: attendance, scores in reading and mathematics, disruptive behavior incidents, attitudes towards school, and grades in regular school subjects. Records of social services delivered were kept in order to give an indication of the relation between social service delivery and growth toward achievement of the objectives. (Author/JM)

ED 131 146 UD 016 534

National Neighborhood Policy Act. Hearing Before the Subcommittee on Housing and Community Development of the Committee on Banking,

Currency and Housing. House of Representatives, Ninety-Fourth Congress, Second Session on H. R. 14756, H. R. 14361, and H. R. 15388.

Congress of the U.S., Washington, D.C. House Committee on Banking and Currency.
Pub Date 9 Sep 76

Note—353p.; Not available in hard copy due to small print in original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—City Planning, City Problems, Community Characteristics, Ethnic Groups, *Federal Government, *Federal Legislation, Financial Needs, Financial Policy, Financial Problems, *Government Role, Neighborhood, *Neighborhood Improvement, Policy Formation, Public Policy, *Urban Areas

This volume of hearings relates to (1) a bill to establish a national commission on neighborhoods; (2) a bill to establish a commission to investigate the factors contributing to the decline of urban neighborhoods and the factors necessary to neighborhood survival and revitalization, and for other purposes; and (3) a bill to establish the national commission (as amended and submitted). Following the text of the three bills as introduced and reported, the testimony of various public officials, members of Congress, and citizens is recorded. Additional material in the form of statements, prepared statements, and articles from books, journals, and newspapers is appended. A final section carries a "House Report" on the final form and text of the bill—National Neighborhood Policy Act as enacted. (RJ)

ED 131 147 95 UD 016 536

O'Connor, Mary
Equal Educational Opportunity for Puerto Ricans.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NIE-P-76-0258

Pub Date 76

Note—64p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Bilingual Education, Change Agents, Demography, Economically Disadvantaged, Educational Change, Educationally Disadvantaged, *Educational Needs, *Educational Opportunities, *Educational Policy, Educational Problems, Equal Education, Ethnic Groups, Ethnic Status, Low Income Groups, Metropolitan Areas, *Minority Group Children, Minority Groups, Policy Formation, *Puerto Ricans, Socially Disadvantaged, Spanish Speaking

Puerto Ricans as a group are more disadvantaged economically, politically, and socially than any other ethnic minority. This marginalization is partly due to the educational system's discriminatory practices which deprive the vast majority of Puerto Rican children of equal educational opportunities. The educational problems of Puerto Ricans stem both from substandard educational facilities in low income areas and from the neglect of special language problems in the group. The problems involved in education and language are not simple, and the picture that emerges from a discussion on equal educational opportunities for Puerto Ricans is that both bilingual education and teacher training programs are needed to break the vicious circle of illiteracy, poverty, and unemployment which is associated with this ethnic group. Topics discussed are: (1) educational opportunity for Puerto Ricans in New York City, Chicago, Newark, and Boston; (2) policy implications in educational programs for the ethnic group; (3) Puerto Ricans and internal colonialism; (4) the island colony; (5) ethnic, geographic, and demographic dimensions; (6) patterns, processes, and indicators of marginality; (7) mechanisms of colonialism; and, (8) adaptive responses in Puerto Ricans. (Author/AM)

ED 131 148 UD 016 537

Higgins, Paul S.
What Happened to the Kids After Their Segregated School Closed? A Nine-Year, Control-Group Follow-Up of Elementary Students.
Saint Paul Public Schools, Minn.

Pub Date 31 Mar 76

Note—34p.; Not available in hard copy due to the print quality and size of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Ability, Attendance Records, *Comparative Analysis, Elementary

Education, Enrollment Rate, *Followup Studies, Grade 1, Grade 3, Grade 5, *Integration Effects, Longitudinal Studies, *Negro Students, *Racial Balance, Racial Composition, Racial Distribution, Racial Factors, Racial Integration, School Environment, *School Integration, Student Adjustment
Identifiers—*Minnesota (Saint Paul)

The educational careers of 148 students who were first, third, or fifth graders at the de facto segregated McKinley School during its last year of operation are reported. Another group of 156 students attending the first, third, or fifth grades at another school that remained de facto segregated are used as a control group of relatively more segregated students. The duration of the follow-up is the nine-year period from the 1966-1967 school year through 1974-1975. This study is said to provide answers to several questions, including: (1) how the school persistence (enrollment and attendance) for these two groups of students compared, and (2) how the school performance (grades and achievement test scores) for the two groups of students compared. The study provides little evidence that the McKinley students made either a better or a poorer school adjustment than the controls. The former McKinley students showed the same reasonably good adjustment, i.e. 90% overall attendance, similar transfer rates, average grade point averages, and somewhat below average test scores and class ranks, than the control group students. In reading and math test scores, both groups maintained their relative positions among national norms groups of their same age peers. It is concluded that rapid integration has little effect on school persistence or performance.
(Author/AM)

ED 131 149 UD 016 538

Leach, Richard H.
Improving Urban America: A Challenge to Federalism. An Information Report.

Advisory Commission on Intergovernmental Relations, Washington, D.C.

Report No.—ACIR-M-107

Pub Date Sep 76

Note—288p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Change Agents, Change Strategies, *City Problems, Economic Factors, Federal Government, Governmental Structure, *Government Role, Local Government, Metropolitan Areas, *Policy Formation, Public Policy, Services, Social Problems, State Government, *Urban Areas, Urban Culture, *Urban Environment, Urbanization, Urban Population, Urban Renewal, Urban Renewal Agencies

This report, an update of an earlier report from the Advisory Commission on Intergovernmental Relations, presents a review of urban America and its governmental capabilities. Chapters focus on: (1) urban America today (major aspects of the urban problem, changes in urban problems, changes in the perception of urban problem solving, and programs for meeting urban needs); (2) overcoming the urban fiscal problem (the plight of central cities, Federal action, State action, and the development of an effective and equitable state and local revenue system); (3) improving services in urban America; (4) restructuring local governments (the Federal role, and others); (5) solving the problem of metropolitan areas (urban development, urbanization, building requirements, urban development planning and land use regulation, and urban development policy framework); and (6) intergovernmental problems and strategies for the future. The report concludes that urban society is worth saving. The connection between the high standard of living in America and the urban setting of most American activity today is not coincidental. What is called for is a series of actions which will produce, at the end, a revitalized American urban scene. The Federal system already has begun to change. yet the need for urban statemanship at all levels remains great. (Author)

ED 131 150 95 UD 016 548

Davis, Junius A. Kenyon, Cynthia A.
A Study of the National Upward Bound and Talent Search Programs. Final Report. Volume I. Review of the Literature Relevant to the Upward Bound and Talent Search Programs.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—RTI-22U-889

Pub Date Apr 76

Contract—OEC-0-73-7052

Note—62p.; For related documents see UD 016 549-551 and ED 121 994-995

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Ability, Adjustment (to Environment), College Placement, College Preparation, *College Programs, Cost Effectiveness, Definitions, Disadvantaged Youth, *Educationally Disadvantaged, Evaluation, Higher Education, High School Students, Individual Characteristics, *Literature Reviews, *Program Descriptions, *Program Effectiveness, Secondary Education, Student Characteristics, Success Factors

Identifiers—*Talent Search, *Upward Bound

In this volume is reported the review of related literature that was conducted during the design phase of the study (July 1973 through January 1974). Its purpose was to provide input for the study design. Chapter 1 is a summary of the findings judged most relevant to three basic questions: (1) Who are the disadvantaged, how are they defined, and what are the personal characteristics and situational variables that may affect their educational progress? (2) What is the nature of college experience for disadvantaged young people, and what this experience prescribes as useful support programs? (3) What is the impact of Upward Bound (UB), Educational Talent Search (ETS), and other similar programs? Chapter 2 presents a definition and general description of the disadvantaged population. Chapter 3 presents a review of the literature related to the nature of the college experience of the disadvantaged student. Chapter 4 presents a review of the literature related to the impact of ETS, UB, and other similar programs. Chapter 5 presents a review of existing literature related to cost benefit analyses of education and training.
(Author/AM)

ED 131 151 95 UD 016 549

Stuart, David H. Cruz, Alvin M.

A Study of the National Upward Bound and Talent Search Programs. Final Report. Volume II. Estimates of the Target Population for Upward Bound and Talent Search Programs.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—RTI-22U-889

Pub Date Apr 76

Contract—OEC-0-73-7052

Note—64p.; For related documents see UD 016 548-551 and ED 121 994-995

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Census Figures, College Placement, *College Preparation, *College Programs, *Demography, Disadvantaged Youth, Educationally Disadvantaged, Ethnic Groups, Higher Education, High School Students, Individual Characteristics, Measurement Goals, Measurement Techniques, Minority Groups, Organization Size (Groups), *Population Distribution, Population Trends, Racial Composition, Secondary Education, Sex (Characteristics), Student Characteristics

Identifiers—*Talent Search, *Upward Bound

Volume II of a four volume report on the results of a national study of the Upward Bound (UB) and Educational Talent Search (ETS) programs provides estimates of the target population for the UB and ETS programs. The study describes the target population's composition with respect to personal and demographic characteristics, and estimates the extent of target populations coverage by the UB and ETS programs. The target population contained 2.1 million women and 1.8 million men, and its ethnic-racial composition included fifty-four percent whites, thirty-six percent blacks, ten percent of Spanish descent, and less than one percent persons of other ethnic-racial backgrounds. The determinant of the size of the effective target population estimate deemed most important is the assumption made about what constitutes academic potential. A precise measure of this attribute is not available, but a precise measurement is stated to be not critical for two reasons. First, the primary infor-

mation provided by the target population estimates consists of the relative magnitudes of the target populations among geographic units or with respect to personal characteristics. Second, the estimates of the relative coverage of the target populations by the UB and ETS programs are judged to be not very sensitive to the measurement criteria. The number of clients in these programs in the 1973-1974 program year as a percent of the 1970 target population, by state, and by Office of Education region is, considered to best illustrate the relative coverage of the target population by UB and ETS programs.
(Author/AM)

ED 131 152 95 UD 016 550

Burkheimer, Graham J. And Others

A Study of the National Upward Bound and Talent Search Programs. Final Report. Volume IV. Evaluation Study of the Upward Bound Program.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—RTI-22U-889

Pub Date Apr 76

Contract—OEC-0-73-7052

Note—473p.; For related documents see UD 016 548-551 and ED 121 994-995

EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage.

Descriptors—Academic Ability, Adjustment (to Environment), Census Figures, College Placement, *College Preparation, *College Programs, Cost Effectiveness, Definitions, Demography, Disadvantaged Youth, Educationally Disadvantaged, *Evaluation, Higher Education, High School Students, Individual Characteristics, Measurement Goals, Minority Groups, Organization Size (Groups), Population Distribution, Population Trends, *Program Descriptions, *Program Effectiveness, Racial Composition, Role Perception, Secondary Education, Student Characteristics, Success Factors

Identifiers—*Talent Search, *Upward Bound
Volume IV of a four volume report on the results of a national study of the Upward Bound (UBO) and Educational Talent Search (ETS) programs focuses on Upward Bound itself. The first three chapters provide a general descriptive background to the study, its design and limitations. The next four chapters focus on: (1) characteristics of the UB staff, (2) characteristics of UB projects, (3) perceptions of UB by participating students, (4) student outcomes as a function of UB participation, and, (5) student outcomes as related to project characteristics. Findings of the evaluation include the following (1) UB does not appear to represent a single intervention treatment, or even two or three clearly delineated treatments; pursuit of the general objectives of the UB program appear to be common across projects, but particular programmatic emphases and assumptions relative to the attainment of the general objectives showed considerable variation among projects; (2) projects appear to be adequately staffed, with individuals of acceptable levels of formal training and experience for their positions; (3) although the overall program exhibits considerable variability, particularly in the academic component, UB seems to be effective in providing and delivering the basic activities required by the guidelines; (4) students involved in the UB projects appear positive about staff and their program experience; and, (5) projects appear to be compatible with and an integral and accepted part of their host institutions.
(Author/AM)

ED 131 153 95 UD 016 551

Burkheimer, Graham J. And Others

A Study of the National Upward Bound and Talent Search Programs. Final Report. Appendixes to Volume IV. Evaluation Study of the Upward Bound Program.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—RTI-22U-889

Pub Date Apr 76

Contract—OEC-0-73-7052

Note—541p.; For related documents see UD 016 548-550 and ED 121 994-995

EDRS Price MF-\$1.00 HC-\$28.79 Plus Postage.

Descriptors—*College Preparation, *College Programs, Data Analysis, Data Collection, *Disadvantaged Youth, *Educationally Disadvantaged, *Higher Education, High School Students, Instrumentation, Measurement Instruments, Research Methodology, Secondary Education

Identifiers—*Talent Search, *Upward Bound

Constituting part of the final volume of a four volume report on the results of a national study of the Upward Bound (UB) and Educational Talent Search (ETS) programs, the appendixes are comprised of: (1) data collection and preliminary processing procedures; (2) sampling methodology and sampling error computation; (3) instrumentation; (4) instruments and important letters; (5) data management and manipulation; (6) standardization or balancing and adjustment for nonresponse; (7) aggregation, reduction, and analysis procedures; and (8) list of Advisory Council members, Analysis Advisory Committee members, Student Panel on Instrumentation, and other consultants. (Author/AM)

ED 131 154 95 UD 016 552

Forehand, Garlie A. Ragosta, Marjorie
A Handbook for Integrated Schooling.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—ETS-PR-76-22

Pub Date Jul 76

Contract—OEC-0-73-6341

Note—118p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Ability Grouping, Academic Achievement, Communication Skills, Curriculum Planning, Educational Objectives, *Elementary Secondary Education, Ethnic Groups, Family School Relationship, Grouping Procedures, *Guidelines, Guides, Leadership Responsibility, Minority Groups, Organizational Climate, Race Relations, *School Environment, *School Integration, School Planning, School Policy, School Role, *Schools, *Success Factors

Based on data collected by way of tests, questionnaires, and interviews in nearly 200 schools, representing a wide range of geography, population, economic conditions, and social history, this handbook is concerned with how schools can be integrated more effectively. Chapter 1 focuses on the school and the objectives of integrated education. Chapter 2 addresses the principles of effective integrated schooling, and focuses on the characteristics of effective integrated schools, and on principles such as modeling, reinforcement, and facilitation. Chapter 3 focuses on integrated education in the elementary schools encompassing such topics as curriculum, achievement and grouping, multi-ethnic teaching, home and school relations, rules and disciplines, staffing, and the principal's leadership. The final chapter focusses on integrated education in the high schools, covering aspects such as the school as a social organization, student focused human relations activities, the faculty and staff in human relations activities, and various factors in teaching in integrated high schools such as curriculum teaching methods, internal integration, and formal and informal integration. (Author/AM)

ED 131 155 95 UD 016 553

Forehand, Garlie A. And Others
Conditions and Processes of Effective School Desegregation; Final Report.

Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—ETS-PR-76-23

Pub Date Jul 76

Contract—OEC-0-73-6341

Note—372p.

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—*Academic Achievement, Caucasian Students, Change Agents, Change Strategies, Demography, Educational Change, Elementary Secondary Education, Ethnic Groups, Evaluation, Geographic Location, Integration Effects, Integration Methods, Integration Plans, Minority Groups, Negro Education, *Participant Characteristics, Racial Balance, *Racial Composition, Racial Discrimination, Racial Integration, School Environment, *School In-

tegration, School Policy, School Role, *Schools, Social Change, Social Integration, Socioeconomic Status, *Success Factors, Trend Analysis

This study focuses on school characteristics that distinguish between schools that are more effective and less effective in achieving positive results of desegregation. Effectiveness is here defined by measures of student achievement and race relations. The aim was to find school conditions that were susceptible to change and that showed promise as components of a program to improve the progress of integration. Most schools in the study had substantial numbers of both black and white students. In order to provide a range of racial composition, some schools with up to ninety percent of one race were included. The major findings of the study fall into two categories: (1) relationships involving student socioeconomic status, and (2) relationships between school characteristics and student outcomes independent of student background. The findings lend support to the following conclusions: (1) there are school conditions that are systematically related to favorable outcomes of integrated schooling over a wide range of socioeconomic, demographic, and geographic conditions; (2) some of the conditions associated with successful integration are under the control of school personnel; and, (3) while school conditions have varying effects on different student outcomes, the findings are not plagued by the contradictions and incongruities said to be often found when many outcomes must be considered simultaneously. (Author/AM)

ED 131 156 UD 016 557

Chao Mung Den Dat My (Welcome to America).
Los Angeles County Commission on Human Rights, Calif.

Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Acculturation, American Culture, Cultural Awareness, Cultural Background, *Cultural Education, Cultural Traits, Culture Contact, *Ethnic Relations, Human Relations, Immigrants, *Indochinese, *Instructional Materials, *Refugees, Social Relations, United States History

The purpose of this booklet is to introduce Southeast Asian refugees to some American attitudes and social styles. The complete English text is repeated in Khmer (Cambodian language) and Vietnamese. Topics discussed include: America as a very young country; America as a mixture of different people; that urban life is complex, fast-paced, and sometimes lacking in human warmth; things traditional Cambodians, Vietnamese, and Americans have in common; the ability of Americans to set their own life goals; the admiration of independence by Americans; the considerable differences between the American generations; the informality of southern Californians; that communication among Americans is seldom subtle; that verbal and physical expressions by Americans may be quite unreserved; that respect for persons may take very different forms; and that the refugees are wished well in their life here. (Author/JM)

ED 131 157 UD 016 558

Educational Development Policy in the Netherlands.

Netherlands Ministry of Education and Sciences, The Hague.

Pub Date 76

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Compensatory Education, *Compensatory Education Programs, Culturally Disadvantaged, Disadvantaged Youth, Educational Development, Educationally Disadvantaged, Educational Opportunities, Educational Policy, Foreign Countries, Government Role, *Nursery Schools, *Primary Education, Primary Grades, *Program Development, *Public Policy, Staff Improvement

Identifiers—*Netherlands

Schools which have many children who, because of the environment in which they grow up, find it difficult to keep pace and therefore often get left behind, are now being given a boost. Extra attention and, if necessary, extra money will be given to the schools where these children are in the majority. An interdepartmental Educational Development Steering Group is responsible for organizing activities and insuring

that policy is carried out. A start was made in 1974 on implementing the policy and building on on-going activities. The result of this in the school year 1976-1977 will be that 1400 to 1500 primary schools from a total of 8500 primary schools, and 400 nursery schools from a total of 7300 nursery schools will have extra full-time or part-time teachers. More than half of these schools with extra teachers (priority schools) are supported by the school support centers. The 18 support centers involved in this work were allocated 32 extra members of staff—mainly to set up, work out, and implement the development packages. Five regions, the town of Groningen, the eastern mining region in the province of Limburg, southeast Drenthe, Helmond, and the Hague, have already been designated as development project areas. (Author)

ED 131 158 UD 016 559

DeBoer, John Dvorak, Ronald S.

Omaha Public Schools Multiple Activities Program: An Evaluation. ESEA Title I 1975-76.
Omaha Public Schools, Nebr.

Pub Date 76

Note—82p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Annual Reports, Community Coordinators, Elementary Secondary Education, Individualized Instruction, Inservice Teacher Education, *Learning Laboratories, Mathematics Instruction, *Paraprofessional School Personnel, Primary Education, *Program Evaluation, Pupil Personnel Services, *Reading Programs, School Aides, Teacher Aides

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, *Nebraska (Omaha)

Emphasis in the 1975-76 Omaha Elementary Secondary Education Act Title I program for disadvantaged youth was on reading activities. The High Intensity Learning Centers for Reading for grades three through twelve continued their operations. Development of Primary High Intensity Centers in reading was continued to provide a supportive reading skill development program for grades one through three. Reading aides continued to work with primary teachers to help in meeting the reading problems of children grades one through three. The mathematics program continued to offer supplemental math activities for eligible students in five schools. The High Intensity Math Systems approach was used to deliver individualized supplemental instruction to students in grades four through eight. Through use of the methods and materials involved in the management system, the training given teachers and the coordinated efforts of teachers, principals, and Reading Services Center personnel, other dimensions were added to the school system's efforts to help the individual child in the target area. All other activities in the Title I program were directed toward providing supportive services for children in Title I instructional programs. The Title I Media Center did printing, production, and media work. The Community Aide Activity employed liaisons between the school and community. (Author/JM)

ED 131 159 UD 016 560

Dignan, George

Youth-Community Coordination Project. Research Results and Organization for Planning, Tacoma, Washington.

American Public Welfare Association, Washington, D.C.

Spons Agency—National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

Pub Date 75

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Census Figures, Delinquency Prevention, Delivery Systems, Human Services, *Interagency Coordination, Law Enforcement, *Needs Assessment, Police Community Relationship, *Program Development, Secondary School Students, Surveys, Urban Youth, Welfare Agencies, *Youth Problems, *Youth Programs

Identifiers—*Washington, (Tacoma)

In March 1975, the American Public Welfare Association's Youth-Community Coordination Project (Y-CCP) began to develop a coordinated youth services system in Tacoma/Pierce County (and four other sites around the country), funded by National Discretionary LEAA funds from the National Institute for Juvenile Justice and

Delinquency Prevention. The Y-CCP developed a local data base to facilitate the coordinated planning process. A social Area Analysis identified three kinds of census tracts in the city after analysis of 33 social indicators from 1970 census data. A Youth Needs Assessment was administered to 1,109 youth from grades seven to twelve in Tacoma Public Schools. A Community Resources Questionnaire was distributed to youth serving agencies. A followup survey was distributed to 42 of those agencies to obtain a comparison of their perception of youth needs that could be compared to the youth perspective, and gaps in services identified. A Systems Development survey was conducted with administration of key statutory agencies in the city. In addition, the Y-CCP stimulated coordination activities using the data as an organizing tool. The Youth Concerns Committee was identified as the most realistic starting place for planning efforts. Membership was increased, and 25 appropriate representatives of various service clusters were selected. (Author/JM)

ED 131 160

UD 016 561

Delaney, Pat

The Syracuse ESL Center for Refugee Children.

New York State Education Dept., Albany.

Pub Date Feb 76

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Acculturation, Cultural Education, Educational Problems, *Elementary Secondary Education, *English (Second Language), *Immigrants, *Indochinese, Instructional Materials Centers, Language Handicapped, Mutual Intelligibility, Parent Participation, Refugees, Social Relations, Student Teacher Relationship, *Teaching Methods

Identifiers—*New York (Syracuse)

Anticipating the arrival of Southeast Asian refugee students for the 1975-76 school year, the Syracuse School District established, as part of the Special Needs Program, an English as a Second Language (ESL) program. The students were given intensive, half-day ESL instruction at a center and attended classes with their American peers at their home school for the remainder of the day. The students' families were from every extreme of Vietnamese and Cambodian society. The students were 5-17 years old. With extreme differences in educational backgrounds and needs, and with the wide age span, every possible ESL approach was used. Specific adjustments and emphases to help the students understand, participate in, and enjoy their strange new cultural and educational environment were made. In four months' time, the students had all progressed from being non-English speaking to understanding nearly everything said to them and to being able to make themselves understood in most situations. The survival English level was as measured by the Bilingual Syntax Measure. Their social adjustment at the center, and in their home schools, with the school district and with their peers, was found to be positive and generally happy. The ESL program, center concept, and individualization proved as successful as had been anticipated. (Author/JM)

ED 131 161

UD 016 562

Van Hooft, Gordon E.

A Broad Look at Programs That Serve Vietnamese Refugee Children.

Pub Date 20 Feb 76

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Cultural Factors, Educational Needs, Educational Problems, *Elementary Secondary Education, *English (Second Language), *Immigrants, *Indochinese, Language Handicapped, *Program Development, Refugees, State Boards of Education, Student Attitudes, Student Distribution, Teaching Methods

Identifiers—*New York

Resettled Indochinese refugees are widely scattered across New York State with the only major concentration in New York City. At the elementary and secondary levels, the refugee students are enrolled in about 150 of 750 school districts, with few districts having more than an average of five children scattered through the K-12 grades. Outside New York City, the largest concentrations are in Rochester, Syracuse, Jamestown, and Binghamton—except for one small rural district in the north that enrolled 19 children. At the onset,

based on visits to several schools, numerous phone calls, and other reports, it was found that the experience in the vast majority of schools has been excellent. In fact, many of the other 600 school districts would have benefited from facing up to and coping with the problems posed by children from an Asian culture who did not speak English. Teachers in the many school districts that have not needed previously to provide English as a Second Language programs or to try to understand and cope with such cultural differences have developed new skills and appreciations that will make them better teachers for all children. A wide variety of accommodations have been made in different school districts to cope with the entrance of refugee children. (Author)

ED 131 162

95

UD 016 563

Harrington, Charles

Schools and Peers in the Political Socialization of the Urban Poor. Equal Opportunity Review, August 1976.

Columbia Univ., New York, N.Y. ERIC

Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—9p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 (Gratis while supply lasts)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Classroom Observation Techniques, Economically Disadvantaged, Educational Anthropology, *Elementary School Students, *Field Studies, Interaction Process Analysis, *Minority Group Children, Peer Relationship, *Political Socialization, Research Methodology, Research Problems, *School Role, Textbook Content, Urban Schools, Urban Youth

Identifiers—Lopate (Carol), *New York (New York), Schwartz (Frances)

The intent of this brief paper is two-fold: (1) to review selected past studies and discuss what is believed to be misdirections in their focus and inadequate methodology and (2) to report a series of studies that attempt to counter these shortcomings. It is held that, by focusing on discrete components, such as curriculum, and using limiting measures, such as questionnaires, previous work has failed to provide adequate insight into the process of political socialization in the school. For this reason, looking at informal peer interaction by means of observation was chosen in this study. The primary methodology of the Schwartz and Lopate studies described in this paper was participant observation in the schools, observations being supplemented by interviews with staff, parents, and children. A playground study used a more systematic observation methodology. The observed students were in middle childhood, between nine and eleven years of age. The paper concludes that it is clearly in interaction in the peer group that children are able to learn and practice political skills, whereas (1) the textbook as a learning resource makes children docile and believe in the symbolic idealized picture of politics and (2) pupil time in the classroom is largely reacting against teachers and the school and hardly in political socialization. (Author/JM)

ED 131 163

UD 016 564

Newmark, Gerald

This School Belongs to You & Me.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 1 Nov 76

Note—431p.

Available from—Hart Publishing Company, Inc., 15 West 4th Street, New York, N.Y. 10012 (\$5.95, paper)

Document Not Available from EDRS.

Descriptors—*Community Schools, *Cross Age Teaching, Educational Accountability, *Educational Change, Educational Planning, Governance, Independent Study, Manuals, Parent Participation, *Program Development, Self Directed Classrooms, Student Participation, Student School Relationship, Teacher Role, *Tutorial Programs

Identifiers—Tutorial Community School

This book describes in detail the rationale and assumptions, the methods and procedures, and the goals and strategies that go into the establishment of a Tutorial Community School (TCS). The goal is to help other schools adopt these con-

cepts, totally or partially. A sequential approach is offered for implementing each of the major Tutorial Community Project (TCP) concepts. Chapters two through five of the book are comprehensive "how to" manuals for the four major concepts involved in a TCS: (1) tutoring and self-learning; (2) shared planning and decision making; (3) parent involvement; and (4) task oriented feedback. Included in the discussion of each major concept are the goals, underlying assumptions, general and specific considerations, methods and procedures, materials, personnel, time, costs, and potential problem areas or pitfalls and how to avoid or overcome them. Chapter six discusses implementation strategy and procedures. It is emphasized that the tutorial community concepts can be implemented in a variety of ways to meet different conditions, and that both traditional and alternative schools will find some or all of the TCP concepts compatible with their own philosophy and goals. (Author/JM)

ED 131 164

UD 016 565

The Extent and Quality of the Implementation of Grant Terms and Conditions for the Response to Educational Needs Project; Addendum [to Final Formative Evaluation Report].

Gibboney (Richard A.) Associates, Inc., Elkins Park, Pa.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 76

Note—74p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Community Involvement, Educational Needs, Elementary School Teachers, Evaluation Criteria, Individualized Instruction, *Inservice Teacher Education, *Learning Laboratories, *Mathematics Instruction, Mathematics Teachers, Parent Participation, *Program Evaluation, *Reading Programs, Secondary School Teachers, Teacher Evaluation

Identifiers—*District of Columbia, Response to Educational Needs Project

The purpose of this report is to provide conclusions and evidence relating to the implementation of certain grant terms and conditions negotiated between the National Institute of Education and the Response to Educational Needs Project (RENPP), which were finalized on February 13, 1976. The conclusions and evidence delineated in this document focus on the Reading, Mathematics, and Parent/Community Involvement of the project. Terms and conditions pertaining to the Management component of the project are not addressed. Most of the data on which claims made in this report are based were collected between February 23 and April 23, 1976. The document is divided into three sections: a summary of the extent and quality of implementation of each grant term and condition; a lengthy explanation of each grant term and condition including concomitant criteria and methods used for evaluation; and, a brief section which attempts to cross-cut the grant terms and conditions and to summarize conclusions relative to the number of schools in which RENPP is fully or partially implemented. (Author/JM)

ED 131 165

95

UD 016 566

Three Policies of the Anacostia Community School Board: A Study of Their Inter- and Operationalization.

Gibboney (Richard A.) Associates, Inc., Elkins Park, Pa.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date Feb 76

Contract—400-76-0058

Note—62p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrative Policy, Board of Education Policy, *Board of Education Role, Change Agents, Change Strategies, *Community Involvement, *Educational Administration, Educational Change, *Educational Policy, Educational Research, Governance, Local Government, Parent Participation, *Policy Formation, Student Participation

Identifiers—*District of Columbia, *Response to Educational Needs Project

The Response to Educational Needs Project (RENPP) encompasses a staff of approximately 85

people, operates in 15 schools, functions within the educational and political context of the District of Columbia Public Schools in general and specifically within Region I, works with multiple constituencies, and is directed by several layers of management. It is considered to be important to understand how broad, educational policies are generated for the project and further, how these policies are implemented. There are several potential contributors to the policies which govern RENP, foremost of which is the Anacostia Community School Board. Three policies generated by the RENP committee and approved by the board, served as foci for this study. Those policies are: (1) the Local School Board shall have a direct involvement in their schools' dealings with concerns of importance to their local community; (2) the Anacostia Community School Board shall have a direct involvement in the schools of Region I, dealing with concerns brought to them by the local school boards as being untreatable at the local level; and (3) the Unit Task Forces at each school shall include in their composition at least three parents and one student, to provide direct input from the community to RENP. (Author/JM)

ED 131 166 95 UD 016 567

Morland, J. Kenneth
Racial Attitudes and Racial Balance in Public Schools: A Case Study of Lynchburg, Virginia. Final Report.

Randolph-Macon Woman's Coll., Lynchburg, Va. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 76

Grant—NIE-G-76-0040

Note—46p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Age Differences, Attitude Tests, *Elementary School Students, *Integration Effects, *Longitudinal Studies, Measurement Techniques, Negro Attitudes, Public Schools, *Racial Attitudes, Racial Balance, Racial Differences, Racial Recognition, School Integration, *Secondary School Students, Student Attitudes

Identifiers—*Virginia (Lynchburg)

Beginning with the 1971-72 school term, the public schools of Lynchburg, Virginia, were racially balanced. In the elementary and junior high schools, this was achieved by busing; in the high schools it was achieved by having all ninth and tenth grade students attend the same school, and by having all eleventh and twelfth graders attend the same school. The two races involved were blacks and whites, making up approximately one-third and two-thirds of the school population, respectively. Early in 1972, a study of racial attitudes of Lynchburg school children was made in order to provide a base-line measurement at the time racial balance was instituted. In the spring of 1976, the 1972 study was replicated in order to find out what was happening to racial attitudes under racial balance. It was found that racial attitudes between the races were more favorable, that social distance between the races had decreased slightly, and that there was greater racial self-acceptance and a more favorable own race evaluation by both races in 1976. These findings gave limited support to the "structural normative theory" or prejudice and to the "equal status contact" theory. They also suggested that racial attitudes were more likely to become more favorable in racially balanced schools under certain conditions. (Author/JM)

ED 131 167 UD 016 568

Long, Samuel
Psychological Sources of Systematic Rejection Among White and Black Adolescents.

Spons Agency—Yale Univ., New Haven, Conn.

Pub Date Sep 76

Note—52p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Activism, Adolescents, Expectation, *High School Students, Individual Power, Locus of Control, *Political Attitudes, *Psychological Patterns, Racial Differences, Self Esteem, Social Differences, *Student Alienation, Student Attitudes, *Surveys, Violence

Identifiers—*Connecticut (New Haven)

In this study, individual-oriented and system-oriented models of systemic rejection among

white and black adolescents are investigated. Systemic rejection is defined as attitudes of political alienation and political violence justification. Twelve hypotheses were generated and tested using survey data collected in May 1976 from a random sample of 480 New Haven, Connecticut adolescents. It was found that among both white and black adolescents, attitudes of political alienation and political violence justification were, when factor analyzed, statistically independent political orientations. In comparing white and black adolescents' responses on the five indicators employed in the model of systematic rejection antecedents, major response differences did not occur, although the black adolescents did evince greater political alienation and more critical-threatening perceptions of the sociopolitical system's functioning. Whereas the model predicted feelings of political alienation among both racial groups equally well, it served as a better predictor of political violence justification among the white adolescents. These findings are considered to be within the context of extant political socialization theory and contemporary democratic theory. (Author/JM)

ED 131 168 UD 016 569

Gerken, Kathryn Clark Deichmann, John W.
The Listener's Ability to Report Oral Responses of Black and White Children.

Pub Date Sep 76

Note—31p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, D.C., September 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—American English, Analysis of Variance, *College Students, Communication Problems, *Intelligence Tests, Language Patterns, *Listening Comprehension, *Negro Dialects, Oral Communication, Oral English, Psychological Studies, Racial Factors, Standard Spoken Usage, *Testing Problems, Verbal Communication

Identifiers—Wechsler Intelligence Scale for Children, WISC

This study investigated the relationship of dialect and race of five and six-year old boys to a listener's ability to report the oral response of boys to ten vocabulary items from the Wechsler Intelligence Scale for Children (WISC). A group of 20 black and 20 white college students viewed videotapes of eight first grade boys who represented four dialect groups: black standard, black nonstandard, white standard, and white nonstandard. Analysis of three 2 x 2 x 2 ANOVAS revealed significant interactions between race and dialect of child relative to (1) a listener's ability to report in writing a child's verbatim responses without producing a change in the WISC scoring of the responses, and (2) a listener's ability to restate in writing a child's responses without producing a change in the scoring of the responses. Further, both dialect and race of child were found to be significantly related to another factor (3), the total number of errors the listener makes in writing the child's responses. The race of the listener as a main effect was not found to be significantly related to (1), (2), or (3). However, significant interaction did occur between race of listener and race of child; and race of listener, race of child, and dialect of child relative to (3). (Author/JM)

ED 131 169 UD 016 570

Blackwell, Maree Macon Pugh, Addie H.
Effective Strategies for Teaching Social Studies in Junior High School for Disadvantaged Students.

Pub Date Aug 76

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Culturally Disadvantaged, *Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, Educational Needs, Educational Problems, Effective Teaching, *Junior High School Students, *Social Studies, Student Teacher Relationship, Teacher Background, Teacher Characteristics, *Teacher Role, Teaching Methods, *Teaching Techniques

Discussed are certain key problems that are involved which cause the social studies program to be rather difficult for disadvantaged students. The first set of problems is said to be inherent in the very nature of social studies: (1) reading in the social studies is more difficult than reading narrative materials which so often are stressed in a basal reading program; (2) culturally deprived

students need a program of studies which satisfies their need for security through clear and simple methodology; (3) culturally deprived students need reassurance of repeated success experiences; and, (4) culturally deprived students are person oriented and need materials which place people—not generalizations—in the center of stage. Also discussed are the kind of teacher needed to teach disadvantaged students and the role of the teacher for disadvantaged students. (Author/JM)

ED 131 170 UD 016 577

Valencia, Atilano A.
Cognitive Development in Bilingual-Bicultural Education. A Multi-Dimensional Model.

Pub Date Feb 76

Note—23p.; Paper presented at the Third National Conference on Multicultural Education (February 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bilingual Education, Bilingualism, Bilingual Students, Cognitive Ability, *Cognitive Development, *Conceptual Schemes, Cultural Factors, Curriculum Development, *Educational Needs, English (Second Language), Ethnic Groups, *Minority Group Children, Minority Groups, Models, Research Needs, Spanish Speaking

The need to associate bilingual-bicultural learning environments with the development of multidimensional cognitive processes is one of the issues discussed in this paper. Bilingual education is envisioned in terms of affecting a dramatic and progressive trend in the cognitive growth of children. The principal developmental gains found in many Spanish/English bilingual education programs are said to be seen in the progress made by Mexican American children in Spanish language development and in certain affective variables. However, it is held that cognitive development in a multiplicity of variables through the medium of Spanish cannot always be ascertained; also, curricula, incorporating multidimensional cognitive variables at more advanced grade levels, have not yet been completely conceptualized or implemented. The theme of this paper reflects these concerns, among others, coupled with prospective alternatives for giving greater emphasis or extending curricula and instructional changes in bilingual education. It is stressed that the bilingual educator must be a facilitating agent in cognitive development. (Author/AM)

ED 131 171 UD 016 578

The Minorities Are Coming. Transcript for Program Scheduled for Broadcast for the Week of June 7, 1976. Program No. 32.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.

Pub Date 7 Jun 76

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bus Transportation, *Educational Problems, *Educational Radio, Integration Effects, Integration Methods, Minority Group Children, *Minority Groups, Programming (Broadcast), Race Influences, Race Relations, Racial Integration, *School Integration, Social Integration, *Socioeconomic Status, Student Teacher Relationship, *Youth Problems

Various issues affecting minorities and their education are addressed in the transcripts of this broadcast program. The first speaker focuses on the problems involved in court ordered desegregation, which often includes busing. Among the causes for some of the racial tension surrounding desegregation are the increased enrollment of minorities in public schools and social class variables. Another issue discussed is the social relations that teachers and students engage in. Here, interactions are referred to as "games," the regularly recurring patterns of relationships in classrooms. The impact of disruptive students in school is the next topic discussed. The next speaker notes that minority students are often caught in a downward spiral of futility, which begins with an awareness of rejection. In order for this spiral to be reversed, high school personnel need to be aware of the roots of the problem, as well as to know something about cultural differences. The next speaker comments on the American class system, noting that it is social class, not just racism, that is a major factor in the

failure of desegregation. The last two speakers are high school students in Buffalo, New York, who discuss how integration works in their schools. (Author/AM)

ED 131 172 UD 016 579

Brook, Robert H. Williams, Kathleen N. Evaluating Quality of Health Care for the Disadvantaged. A Literature Review.

Rand Corp., Santa Monica, Calif.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—RC-R-1658-HEW
Pub Date Nov 75

Note—33p.; Revised version of article appearing in "Journal of Community Health," September 1975

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—"Disadvantaged Groups, Economically Disadvantaged, Evaluation, *Health Conditions, Health Facilities, Health Needs, *Health Programs, *Health Services, *Literature Reviews, Low Income Groups, Measurement Goals, *Measurement Techniques, Minority Groups, Physical Health, Program Evaluation, Socially Disadvantaged

This report brings together two issues: quality of care measurement and health care for the disadvantaged. The main question that is asked is whether: an improvement in the quality of health care delivered to the disadvantaged will contribute to equalizing their health status. A review of the literature points to the following four conclusions: (1) differentials in health status persist between the disadvantaged and those not disadvantaged, often to a large degree; (2) differentials in the overall amount of care received are less striking at the present time than before, but standardization by level of need demonstrates measurable discrepancies in health services provided to the disadvantaged compared with the nondisadvantaged; (3) the technical quality of health care for the disadvantaged is not strikingly poorer than care for the nondisadvantaged but, in view of demonstrable shortcomings in the quality of health care in general, this is not viewed as a positive statement; and (4) attempts to improve quality of care for the disadvantaged have not had the hoped for impact. In addition to continued evaluation of current innovative approaches for improving the quality of health care for the disadvantaged, four new avenues for further research are suggested: increased patient responsibility, increased consumer knowledge, financial accountability, and quality assurance activities. (Author)

ED 131 173 UD 016 606

Child Nutrition Act of 1966, as Amended (As-terisks Indicate Deletion of Provisions No Longer Effective as of 10/7/75).

Food and Nutrition Service (DOA), Washington, D.C.

Pub Date [75]
Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Breakfast Programs, *Childhood Needs, Child Welfare, Educational Programs, *Federal Aid, Federal Legislation, Food Standards, Government Role, Health Needs, Health Programs, *Nonpublic School Aid, *Nutrition, Public Policy, *Public Schools, State Government

Identifiers—"Child Nutrition Act 1966

The Declaration of Purpose of this Act states that in recognition of the demonstrated relationship between food and good nutrition and the capacity of children to develop and learn, based on the years of cumulative successful experience under the national school lunch program with its significant contributions in the field of applied nutrition research, it is hereby declared to be the policy of Congress that these efforts shall be extended, expanded, and strengthened under the authority of the Secretary of Agriculture as a measure to safeguard the health and well-being of the Nation's children, and to encourage the domestic consumption of agricultural and other foods, by assisting States, through grants-in-aid and other means, to meet more effectively the nutritional needs of our children. Sections of the Act deal with: special milk program authorization school breakfast program authorization, apportionment to States, State disbursement to schools, nutritional and other program requirements, non-profit private schools, nonfood assistance program authorization, apportionments to states,

reserve of funds, payments to states, state administrative expenses, utilization of foods, non-profit programs, regulations and prohibitions, and others. (JM)

ED 131 174 UD 016 607

National School Lunch Act, as Amended (As-terisks Indicate Deletion of Provisions No Longer Effective as of 10-7-75).

Food and Nutrition Service (DOA), Washington, D.C.

Pub Date 75
Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Child Care, Childhood Needs, Child Welfare, *Educational Programs, *Federal Aid, *Federal Legislation, Federal Programs, Food Standards, Government Role, Health Programs, *Lunch Programs, Nutrition, Program Administration, Public Schools, *State Government

Identifiers—"National School Lunch Act

The Declaration of Purpose of this Act states that it is hereby declared to be the policy of Congress, as a measure of national security, to safeguard the health and well being of the nation's children and to encourage the domestic consumption of nutritious agricultural commodities and other food, by assisting the States, through grants-in-aid and other means, in providing an adequate supply of foods and other facilities for the establishment, maintenance, operation, and expansion of nonprofit school lunch programs. Sections of the Act deal with: appropriations authorized, apportionments to States, nonfood assistance, direct Federal expenditures, payments to States, State disbursement to schools, nutritional and other program requirements, disbursement to schools by the Secretary, special assistance, miscellaneous provisions and definitions, summer food service program for children, commodity distribution program, National Advisory Council, election to receive cash payments, child care food program, nutrition program staff study, appropriations for the Trust Territory of the Pacific Islands, and study of cost accounting requirements. (Author/JM)

ED 131 175 UD 016 608

Annual Statistical Review, Food and Nutrition Programs, Fiscal Year 1976. Preliminary Report.

Food and Nutrition Service (DOA), Washington, D.C.

Report No.—FNS-161
Pub Date Nov 76

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—"Annual Reports, Breakfast Programs, Child Care, Childhood Needs, Educational Programs, Family Problems, Federal Aid, *Federal Programs, *Food, Health Programs, Lunch Programs, *Nutrition, *Program Costs, Statistical Data, Summer Programs

This preliminary review and analysis of Food and Nutrition Service (FNS) programs covers their activities during the fiscal year 1976. It is divided into two major program areas, Family Food Assistance and Child Nutrition. The Food and Nutrition Service was established in August 1969 to concentrate on the administration of Federal food programs. In the seven years since then, Federal funding for food assistance activities, including costs for administration, has grown from around one billion dollars to over eight billion dollars in fiscal year 1976, ending June 30. Of that, over 2.4 billion dollars was spent for child nutrition programs and 5.9 billion dollars for family food assistance. Family food assistance, in the form of either food stamps or food distribution, has been virtually 100 percent available to all areas for the past five years. Over 400 U.S. counties, which in 1969 had no program of food assistance for needy families, now operate a program. Except for less than 100,000 people, mostly American Indians on reservations receiving food donations, needy families getting family food assistance are in the Food Stamp Program. (Author/JM)

ED 131 176 UD 016 609

Runyon et ux., DBA Bobbe's School v. McCrary et al. Certiorari to the United States Court of Appeals for the Fourth Circuit: Syllabus. Slip Opinion.

Supreme Court of the U. S., Washington, D.C.
Pub Date 25 Jun 76

Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—"Admission (School), Civil Rights, Constitutional History, Equal Protection, *Integration Litigation, Legal Problems, Legal Responsibility, *Private Schools, Racial Discrimination, Racial Integration, *Racial Segregation, School Integration, School Policy, School Segregation, *Supreme Court Litigation

Identifiers—"Civil Rights Act, *Virginia

This document reports the U.S. Supreme Court Opinion on a class action seeking to reverse the exclusion of Negro children from private schools. Title 42, U.S.C. Section 1981, provides in part that "all persons within the jurisdiction of the U.S. shall have the same right in every state...to make and enforce contracts...as is enjoyed by white citizens...". After they had been denied admission to petitioner private schools in Virginia for the stated reason that the schools were not integrated, two Negro children (hereafter respondents), by their parents, brought actions against the schools. In the opinion of the Court, delivered June 25, 1976: Section 1981 prohibits private, commercially operated, nonsectarian schools from denying admission to prospective students because they are Negroes. Section 1981, as applied in this case, does not violate constitutionally protected rights of free association and privacy, or a parent's right to direct the education of his children. In the absence of Federal statute of limitations for Section 1981 actions or a Virginia statute of limitations specifically governing civil rights actions, the Court of Appeals applied the appropriate statute of limitations to bar the damages claim in question. In the absence of any Federal statute expressly providing for attorney's fees in Section 1981 cases, the Court of Appeals properly reversed the award of such fees. (Author/JM)

ED 131 177 UD 016 610

Milliken, Governor of Michigan et al. v. Bradley et al. Certiorari to the United States Court of Appeals for the Sixth Circuit: Syllabus. Slip Opinion.

Supreme Court of the U. S., Washington, D.C.
Pub Date 25 Jun 74

Note—104p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Defacto Segregation, Dejure Segregation, Federal Court Litigation, Integration Litigation, *Integration Plans, Legal Responsibility, *Metropolitan Areas, Public Schools, Racial Integration, Racial Segregation, *School Districts, *School Integration, School Systems, *Supreme Court Litigation, Urban Schools

Identifiers—"Michigan (Detroit)

In this Supreme Court litigation, respondents brought a class action alleging that the Detroit public school system is racially segregated as a result of the official policies and actions of petitioner state and city officials and seeking implementation of a plan to eliminate the segregation and establish a unitary nonracial school system. The District Court ruled that it was proper to consider metropolitan areas, and that it would seek a solution beyond the limitations of the Detroit school district to accomplish its racial integration. On July 25, 1974, the Supreme Court held that the relief ordered by the District Court and affirmed by the Court of Appeals was based on erroneous standards. A Federal court may not impose a multidistrict, area wide remedy for single-district de jure school segregation violations, where there is no finding that the other included school districts have failed to operate unitary school systems or have committed acts that effected segregation within the other districts, and there is no claim of finding that the school district boundary lines established with the purpose of fostering racial segregation, and where there is no meaningful opportunity for the included neighboring school districts to present evidence or be heard on the propriety of a multidistrict remedy or on the question of constitutional violations by those districts. (Author/JM)

ED 131 178 UD 016 611

[Amos et al. v. Board of School Directors of the City of Milwaukee et al.] Decision and Order (Including Findings of Fact and Conclusions of Law).

District Court, Milwaukee, Wis. Eastern District of Wisconsin.
Pub Date Jan 76

Note—147p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Compensatory Education, *Federal Court Litigation, Integration Methods, Negro Students, Racial Balance, Racial Integration, Residential Patterns, *School Districts, School District Spending, *School Integration, Social Integration, Student Enrollment, Teacher Employment, *Urban Schools
Identifiers—*Wisconsin (Milwaukee)

In this school desegregation case, plaintiffs sought declaratory and injunctive relief against acts of the defendants allegedly violative of the Equal Protection Clause of the Fourteenth Amendment to the U.S. Constitution. The complaint, filed on March 28, 1968, claimed that the defendants have acted to create and maintain unlawful racial segregation in the Milwaukee public school system. The complaint named 41 minor plaintiffs who brought the action by their parents and next friends on behalf of themselves and two classes. Named as defendants were the Board of School Directors of the City of Milwaukee and 16 individuals sued in their official capacities as members or servants and agents of the defendant Board. The District Court found that segregation exists in the Milwaukee public schools and that this segregation was intentionally created and maintained by the defendants; and that such segregation is violative of the equal protection of the laws guaranteed to all Americans by the Fourteenth Amendment and cannot lawfully be allowed to continue. The Milwaukee school system was ordered to be integrated; the defendants were ordered forthwith to begin the formulation of plans to effectively achieve that goal; and a master was to be appointed to make recommendations to the court with respect to the question of an appropriate remedy. (Author/JM)

ED 131 179

UD 016 612

Brislin, Richard W., Ed.

Topics in Culture Learning, Volume 4, 1976.
Hawaii Univ., Honolulu. East-West Center.
Pub Date Aug 76

Note—83p.

Available from—East-West Center, East-West Culture Learning Institute, 1777 East-West Road, Honolulu, Hawaii 96822 (Price not quoted)

Document Not Available from EDRS.

Descriptors—Anthologies, *Asian Studies, Cognitive Processes, Communication Problems, *Cross Cultural Studies, Cultural Exchange, *Culture Contact, Delivery Systems, Human Services, Intergroup Relations, Language Development, Learning Processes, *Psychological Studies, *Research Problems, Social Change, Social Sciences

Volume 4 of an annual series, this issue focuses chiefly on a variety of perspectives relating to cross-cultural research. The major article is comprised of 15 topics encompassing cognitive and affective aspects of culture contact, language and communication, and culture exchange. The topics address Japanese perceptions of foreigners, learning of nationality stereotypes in childhood, ethnic stereotypes in a multiethnic nation, learning prejudices in school, values and culture contact, development of referential communication in Japanese children, verbal learning and thinking skills of Australian aboriginal children, nonverbal aspects of communication, bilingualism and cognition, a research note on women administrators in a developing society, recent developments in Australian aboriginal education, a study of education and culture in the Philippines, acculturation in the Pacific, assimilation through marriage in Thailand, and the social significance of race and sex in acculturation. Other articles deal with emerging issues in cultural relations, cultural mechanisms in community language learning, delivery of psychological services in non-Western settings, creative writing across two cultures, the culture assimilator, and cultural exchange in the social sciences. (RJ)

ED 131 180

UD 016 613

Loehlin, John C. Nichols, Robert C.

Heredity, Environment, & Personality: A Study of 850 Sets of Twins.

Pub Date Jul 76

Note—202p.

Available from—University of Texas Press, P. O. Box 7819, Austin, Texas 78712 (\$8.95)

Document Not Available from EDRS.

Descriptors—Academic Ability, Data Analysis, *Environmental Influences, Genetics, *Heredity, *Individual Differences, Interest Tests, *Nature Nurture Controversy, Personality Development, *Personality Studies, Prenatal Influences, Siblings, Test Results, *Twins

Identifiers—Fraternal Twins, Identical Twins, *National Merit Scholarship Test

This book reports on a study of 850 pairs of twins who were tested to determine the influence of heredity and environment on individual differences in personality, academic ability, and interests. It presents the background, research design, and procedure of the study, tabulations of the test results, and extensive analyses of the findings. Subjects of the study were chosen from participants in the National Merit Scholarship Qualifying Test of 1962 and were mailed a battery of personality and interest questionnaires. Additionally, parents of the twins were sent questionnaires requesting information about the twins' early experiences. A similar sample of "nontwin" students who had taken the same examination provided the comparison group. Questions investigated included: how twins are similar to or different from nontwins; how identical twins are similar to or different from fraternal twins; how the personalities and interests of twins reflect genetic factors; how the personalities and interests of twins reflect early environmental factors; and what implications these questions have for the general issue of how heredity and environment influence the development of psychological characteristics. (Author)

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

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Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number ————— ED 013 371

Ability

Some Interactions Between Individual Differences and Modes of Instruction. Final Report, January 1964-March 1965.

ED 130 651

Ability Grouping

Testing...Grouping: The New Segregation in Southern Schools?

ED 131 124

Ability Identification

A Study of Non-intellectual Factors Affecting Pupils' 0-Grade Performance.

ED 130 955

Aborigines

Children of the Dispossessed.

ED 131 142//

Abortions

Alignment Strategies in Verbal Accounts of Problematic Conduct: The Case of Abortion.

ED 130 194

Abstract Reasoning

Solving Spatial Perspective-Taking Problems by Rule vs. Computation: A Developmental Study.

ED 130 790

Why Reason? A Conversation About Logic With Edwin J. Delattre Conducted by Thomas J. Donovan. National Humanities Faculty Why Series.

ED 130 187

Will the Real Jean Piaget Please Stand Up; A Critique of Three Piaget-Based Curricula, and a Rejoinder.

ED 130 773

Abstracts

Abstracts of Instructional and Research Materials in Vocational and Technical Education. Volume 9, Number 3. VT 102 801-103 000.

ED 129 981

Abstracts of Instructional and Research Materials in Vocational and Technical Education. Volume 9, Number 4. VT 103 001-103 200.

ED 130 075

Adult Basic Education: Literature Abstracts in Staff Development, 1965-1975.

ED 129 972

Agricultural Education Instructional Materials from "Abstracts of Instructional and Research Materials in Vocational and Technical Education," 1972-1975.

ED 130 141

Analysis of Journal Articles Presented in the Educational Administration Abstracts 1966-1975.

ED 130 377

Investigations in Mathematics Education, Vol. 8 No. 4.

ED 130 860

Investigations in Mathematics Education, A Journal of Abstracts and Annotations, Volume 4.

ED 130 878

Academic Achievement

Accuracy of Kindergarten Teachers' Predictions of Their Pupils' Subsequent Performance. Research Report.

ED 130 766

Achievement, Social Class and the Summer Vacation: The Effect of the Summer Vacation on the Reading, Language Arts, and Mathematics Achievement of Students from Various Socioeconomic Backgrounds.

ED 130 760

Analysis of Nelson-Denny Reading Test Scores, Leeward Community College, Fall 1975 New Students. Student Flow Project, Report No. 13.

ED 130 692

Comprehensive Support Services Program for Serving Pupils with Special Educational Needs, 1975 - 1976. Report and Evaluation.

ED 130 491

Conditions and Processes of Effective School Desegregation; Final Report.

ED 131 155

Correlates of Teacher and Student Cognitive Style. Beginning Teacher Evaluation Study Phase II, 1973-74.

ED 131 120

The Efficacy of Career Education.

ED 130 092

An Evaluation of Some Methods Used in the National Assessment of Educational Progress. Final Report.

ED 131 119

An Examination of Three Intervention Strategies with Primary Children. Research Report.

ED 130 767

Expressive Writing: Selected Results From the Second National Assessment of Writing.

ED 130 312

Graduation and Attrition of Black Students at North Carolina State University.

ED 130 588

A Head-Start Type Effort Revisited: Educational and Occupational Achievement Among Participants.

ED 130 784

Intervention at the Grade Two Level, 1974 - 1975.

ED 130 768

Is Teaching the Best Way to Learn? Comments.

ED 130 952

The Relationship Between Academic Achievement and the Demographic Characteristics of Hearing Impaired Children and Youth. Series R, No. 2.

ED 131 121

A Report on the Results of Phase II of the Beginning Teacher Evaluation Study: The Effects of Teaching Performances on Student Learning.

ED 131 117

Storming the Citadel: The Fundamental Revolution Against Progressive Education.

ED 130 385//

A Study of Kindergarten Teachers' Predictions of Their Pupils' Subsequent Performance and the Effects of an Intervention Program at the Grade I Level. Research Report.

ED 130 765

A Study of Non-intellectual Factors Affecting Pupils' 0-Grade Performance.

ED 130 955

The Use of Handwriting Rate for Predicting Academic Achievement and Suggesting Curriculum Modification.

ED 130 280//

Academic Failure

Accuracy of Kindergarten Teachers' Predictions of Their Pupils' Subsequent Performance. Research Report.

ED 130 766

Academic Freedom

Censorship: A Guide for Teachers, Librarians, and Others Concerned with Intellectual Freedom.

ED 130 271//

The Legal Rights of Teachers. Fastback No. 38.

ED 131 007

Accreditation (Institutions)

Certification, Credentialing, Licensing and the Renewal Process. Proceedings of a Conference Sponsored by Northwest Adult Education Association, Washington Continuing Education Association, ERIC Clearinghouse in Career Education (Seattle, Washington, February, 1976).

ED 129 971

Licensing and Accreditation in Education: The Law and the State Interest.

ED 131 043

Acculturation

Asian Americans: Then, Now, and Tomorrow.

ED 130 984

Achievement

Learning Set Formation in Programmed Instruction.

- ED 130 644
- Achievement Gains**
Achievement, Social Class and the Summer Vacation: The Effect of the Summer Vacation on the Reading, Language Arts, and Mathematics Achievement of Students from Various Socioeconomic Backgrounds.
ED 130 760
Connecticut Compensatory Education Programs. Annual Evaluation Report, 1973-74. Programs Supported by Connecticut Act for Educationally Deprived Children and Title I of the Education Amendments of 1974.
ED 131 132
- Achievement Rating**
Connecticut Compensatory Education Programs. Annual Evaluation Report, 1973-74. Programs Supported by Connecticut Act for Educationally Deprived Children and Title I of the Education Amendments of 1974.
ED 131 132
- Achievement Tests**
The Relationship Between Academic Achievement and the Demographic Characteristics of Hearing Impaired Children and Youth. Series R, No. 2.
ED 131 121
- Acne**
Skin Conditions of Youths 12-17, United States. Vital and Health Statistics; Series 11, Number 157.
ED 131 065
- Acoustical Environment**
Influence of Task Difficulty and Age on Speech to Noise Modulation in Preschoolers.
ED 130 777
- ACT Assessment**
Multivariate Assessment of ACT Composite Scores of Disadvantaged and Regular Freshmen.
ED 131 106
- Activism**
Action and Rhetoric in Seattle's Freedom Patrols: A Study of Protest Activity by a Local Social Movement.
ED 130 345
Education in Social Movements.
ED 130 971
- Activity Learning**
Getting Started in the Classroom.
ED 129 975
- Adapted Physical Education**
Improving Learning Ability Through Compensatory Physical Education.
ED 131 013//
- Adler (Alfred)**
An Introduction to Adlerian Psychology for the School Counsellor.
ED 130 171
- Administrative Organization**
Coordination Versus Local Expertise: A New View of School District Decentralization.
ED 130 417
- Administrative Personnel**
Indiana Leadership Development Program for Vocational Administrative Personnel. Technical Report.
ED 130 080
Institutional Self-Assessment Guide in Intercollegiate Athletics.
ED 131 047
Recommendations for the Future Development and Organization of Professional Materials Libraries in Educational Planning Region 12 of Michigan Based Upon the Perceived Needs of Administrators and Teachers.
ED 130 593//
Role Acquisition and Competency Development of Educational Administrators in the Lower Rio Grande Valley.
ED 130 383
Training Educational Leaders: A Search for Alternatives. Report of the Leadership Training Institute on Educational Leadership, 1969-1975.
ED 131 054
Utilizing the Georgia Principal's Assessment System as a Resource in Constructing an Instructional Component for School Administrators.
ED 130 391
- Administrative Policy**
Career Education Mini-Conferences. Final Report.
ED 129 983
Corporate Policies and Procedures on Advertising & Promotion. Report of the Sub-Council on Advertising and Promotion of the National Business Council for Consumer Affairs.
ED 130 023
An Evaluation of the Ratio Staffing Plan.
ED 130 375
An Introduction to Career Education. A Policy Paper of the U.S. Office of Education.
ED 130 076
Issues and Answers in Vocational Education. National Leadership Development Seminar for State Directors of Vocational Education. Leadership Training Series No. 45.
ED 129 998
Preparing Third Graders for Something Beyond Fourth Grade. U. S. Director of Career Education Shares the Responsibility with Business.
ED 130 047
Urban Property Taxation: I. Administrative Aspects. Exchange Bibliography 479.
ED 130 406
- Administrative Principles**
Readings in Minority-Group Relations.
ED 131 141//
- Administrative Problems**
Planning for Continuous Occupational Education Programs Between Secondary and Post-secondary Education.
ED 130 119
Resolving Human Relations Problems.
ED 130 533
Training Educational Leaders: A Search for Alternatives. Report of the Leadership Training Institute on Educational Leadership, 1969-1975.
ED 131 054
- Administrator Attitudes**
Institutional Goals Inventory at Frostburg State College (Where We Are and Where We Should Be).
ED 130 567
Staff Development: Perceptions of Faculty and Administrators at Selected Community Colleges in Illinois.
ED 130 706
- Administrator Background**
Coordinators of Special Needs in Minnesota. Position Description.
ED 130 476
- Administrator Characteristics**
Role Perceptions of the Position of Local Vocational Administrator in Alabama.
ED 130 053
- Administrator Education**
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CE008153	ED130017	CE008467	ED130076	CE008887	ED130135
CE008154	ED130018	CE008476	ED130077	CE008888	ED130136
CE008155	ED130019	CE008477	ED130078	CE008903	ED130137
CE008157	ED130020	CE008480	ED130079	CE008908	ED130138
CE008158	ED130021	CE008486	ED130080	CE008915	ED130139
CE008160	ED130022	CE008487	ED130081	CE008916	ED130140
CE008161	ED130023	CE008488	ED130082	CE008917	ED130141
CE008162	ED130024	CE008489	ED130083	CE008938	ED130142
CE008163	ED130025	CE008493	ED130084	CE008954	ED130143
CE008164	ED130026	CE008497	ED130085	CE008973	ED130144
CE008165	ED130027	CE008500	ED130086	CE008981	ED130145
CE008166	ED130028	CE008505	ED130087	CE009004	ED130146

CE009009	ED130147	CS002988	ED130243	CS501510	ED130341
CE009019	ED130148	CS002989	ED130244	CS501511	ED130342
CE009020	ED130149	CS002990	ED130245	CS501512	ED130343
CE009021	ED130150	CS002991	ED130246	CS501513	ED130344
CE009022	ED130151	CS002992	ED130247	CS501514	ED130345
CE009023	ED130152	CS002993	ED130248	CS501515	ED130346
CE009024	ED130153	CS002994	ED130249	CS501516	ED130347
CE009025	ED130154	CS002995	ED130250	CS501517	ED130348
CE009026	ED130155	CS002996	ED130251//	CS501519	ED130349
CE009028	ED130156	CS002997	ED130252	CS501520	ED130350
CE009029	ED130157	CS002998	ED130253	CS501521	ED130351
CE009030	ED130158	CS002999	ED130254	CS501522	ED130352
CE009031	ED130159	CS003000	ED130255	CS501523	ED130353
CE009032	ED130160	CS003001	ED130256	CS501524	ED130354
CE009033	ED130161	CS003002	ED130257	CS501525	ED130355
CE009034	ED130162	CS003003	ED130258	CS501526	ED130356
CE009035	ED130163	CS003004	ED130259	CS501527	ED130357
CE009049	ED130164	CS003005	ED130260	CS501528	ED130358
CE009063	ED130165	CS003006	ED130261	CS501530	ED130359
CE009068	ED130166	CS003007	ED130262	CS501531	ED130360
CG001341	ED130167	CS003008	ED130263	CS501532	ED130361
CG002003	ED130168	CS003009	ED130264	CS501533	ED130362
CG005898	ED130169	CS003019	ED130265//	CS501534	ED130363
CG006092	ED130170	CS202475	ED130266	CS501535	ED130364
CG006875	ED130171	CS202902	ED130267	CS501536	ED130365
CG006888	ED130172	CS202961	ED130268	CS501537	ED130366
CG006892	ED130173	CS202962	ED130269	CS501538	ED130367
CG006900	ED130174	CS202973	ED130270	CS501539	ED130368
CG006903	ED130175	CS202974	ED130271//	CS501540	ED130369
CG006926	ED130176	CS202975	ED130272//	CS501541	ED130370
CG006973	ED130177	CS202976	ED130273//	CS501542	ED130371
CG006978	ED130178	CS202977	ED130274//	CS501543	ED130372//
CG007010	ED130179	CS202979	ED130275//	CS501546	ED130373
CG007136	ED130180	CS202980	ED130276	EA008686	ED130374
CG007139	ED130181	CS202981	ED130277//	EA008746	ED130375
CG007461	ED130182	CS202982	ED130278//	EA008754	ED130376//
CG007966	ED130183	CS202983	ED130279//	EA008755	ED130377
CG010826	ED130184	CS202984	ED130280//	EA008756	ED130378
CG010844	ED130185	CS202985	ED130281//	EA008757	ED130379
CG010846	ED130186	CS202986	ED130282//	EA008758	ED130380
CG010866	ED130187	CS202989	ED130283//	EA008759	ED130381
CG010867	ED130188	CS202990	ED130284//	EA008760	ED130382
CG010868	ED130189	CS202991	ED130285//	EA008761	ED130383
CG010869	ED130190	CS202992	ED130286//	EA008763	ED130384
CG010871	ED130191	CS202994	ED130287//	EA008764	ED130385//
CG010872	ED130192	CS202998	ED130288//	EA008765	ED130386
CG010873	ED130193	CS203001	ED130289//	EA008766	ED130387
CG010874	ED130194	CS203003	ED130290	EA008767	ED130388
CG010875	ED130195	CS203004	ED130291	EA008768	ED130389
CG010877	ED130196	CS203005	ED130292	EA008769	ED130390
CG010878	ED130197	CS203006	ED130293	EA008770	ED130391
CG010879	ED130198	CS203007	ED130294	EA008771	ED130392
CG010880	ED130199	CS203008	ED130295	EA008772	ED130393
CG010881	ED130200	CS203009	ED130296	EA008773	ED130394
CG010882	ED130201	CS203010	ED130297	EA008774	ED130395
CG010883	ED130202	CS203011	ED130298	EA008775	ED130396
CG010884	ED130203	CS203012	ED130299	EA008776	ED130397
CG010885	ED130204	CS203013	ED130300	EA008778	ED130398
CG010886	ED130205	CS203014	ED130301	EA008779	ED130399
CG010887	ED130206	CS203015	ED130302	EA008781	ED130400
CG010888	ED130207	CS203016	ED130303	EA008782	ED130401
CG010889	ED130208	CS203017	ED130304	EA008786	ED130402//
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CG010891	ED130210	CS203019	ED130306	EA008788	ED130404
CG010892	ED130211	CS203020	ED130307	EA008789	ED130405
CG010894	ED130212	CS203021	ED130308	EA008790	ED130406
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CG010896	ED130214	CS203023	ED130310	EA008792	ED130408
CG010897	ED130215	CS203024	ED130311	EA008793	ED130409
CG010898	ED130216	CS203025	ED130312	EA008794	ED130410
CG010899	ED130217	CS203026	ED130313	EA008795	ED130411
CG011051	ED130218	CS203027	ED130314	EA008796	ED130412//
CG011052	ED130219	CS203028	ED130315	EA008797	ED130413
		CS203029	ED130316	EA008798	ED130414//
		CS203030	ED130317	EA008799	ED130415
CS002640	ED130220	CS203031	ED130318	EA008800	ED130416
CS002649	ED130221	CS203032	ED130319	EA008801	ED130417
CS002650	ED130222	CS203033	ED130320	EA008802	ED130418
CS002652	ED130223	CS203034	ED130321	EA008803	ED130419
CS002812	ED130224	CS203036	ED130322	EA008804	ED130420
CS002945	ED130225	CS203037	ED130323	EA008805	ED130421
CS002949	ED130226	CS203038	ED130324	EA008806	ED130422
CS002950	ED130227	CS203039	ED130325	EA008807	ED130423//
CS002955	ED130228	CS203040	ED130326	EA008809	ED130424
CS002956	ED130229	CS203041	ED130327	EA008810	ED130425
CS002958	ED130230//	CS203044	ED130328	EA008811	ED130426
CS002959	ED130231//	CS203046	ED130329	EA008812	ED130427
CS002961	ED130232//	CS203047	ED130330	EA008813	ED130428
CS002962	ED130233//	CS203048	ED130331	EA008814	ED130429
CS002963	ED130234//	CS203052	ED130332	EA008815	ED130430
CS002964	ED130235//	CS203053	ED130333	EA008816	ED130431
CS002970	ED130236//	CS501503	ED130334//	EA008817	ED130432
CS002971	ED130237//	CS501504	ED130335//	EA008818	ED130433
CS002972	ED130238//	CS501505	ED130336//	EA008819	ED130434
CS002973	ED130239//	CS501506	ED130337	EA008820	ED130435
CS002974	ED130240//	CS501507	ED130338	EA008821	ED130436
CS002985	ED130241	CS501508	ED130339	EA008822	ED130437
CS002987	ED130242	CS501509	ED130340		

EA008823	ED130438	FL008143	ED130534	IR004162	ED130630//
EA008824	ED130439	FL008151	ED130535	IR004163	ED130631
EA008825	ED130440	FL008155	ED130536	IR004164	ED130632
EA008826	ED130441	FL008156	ED130537	IR004165	ED130633
EA008827	ED130442	FL008161	ED130538	IR004166	ED130634
EA008828	ED130443	FL008175	ED130539	IR004167	ED130635
EA008829	ED130444	FL008176	ED130540	IR004168	ED130636//
EA008830	ED130445	FL008177	ED130541	IR004169	ED130637
EA008831	ED130446	FL008178	ED130542	IR004170	ED130638
EA008832	ED130447	FL008179	ED130543	IR004171	ED130639//
EA008833	ED130448	FL008180	ED130544	IR004172	ED130640
EA008834	ED130449	FL008181	ED130545	IR004173	ED130641
EA008835	ED130450	FL008184	ED130546	IR004174	ED130642
EA008836	ED130451//	FL008187	ED130547	IR004175	ED130643
EA008838	ED130452//	FL008188	ED130548	IR004176	ED130644
EA008839	ED130453//	FL008191	ED130549	IR004184	ED130645
EA008840	ED130454	FL008192	ED130550//	IR004185	ED130646
EA008841	ED130455			IR004186	ED130647
EA008842	ED130456	HE008237	ED130551	IR004187	ED130648
EA008847	ED130457	HE008285	ED130552	IR004188	ED130649
EA008851	ED130458	HE008288	ED130553	IR004190	ED130650
EA008856	ED130459	HE008289	ED130554	IR004191	ED130651
		HE008293	ED130555	IR004192	ED130652
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EC080042	ED130461	HE008297	ED130557	IR004194	ED130654
EC091571	ED130462	HE008307	ED130558	IR004197	ED130655
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EC091577	ED130467	HE008313	ED130563	IR004202	ED130660
EC091579	ED130468	HE008316	ED130564	IR004203	ED130661
EC091580	ED130469	HE008320	ED130565	IR004204	ED130662//
EC091581	ED130470	HE008321	ED130566	IR004205	ED130663//
EC091582	ED130471	HE008327	ED130567	IR004210	ED130664//
EC091583	ED130472	HE008328	ED130568	IR004213	ED130665
EC091584	ED130473	HE008329	ED130569	IR004214	ED130666
EC091585	ED130474	HE008331	ED130570	IR004215	ED130667//
EC091587	ED130475	HE008332	ED130571	IR004216	ED130668//
EC091588	ED130476	HE008333	ED130572	IR004217	ED130669
EC091589	ED130477	HE008334	ED130573//	IR004218	ED130670
EC091590	ED130478	HE008335	ED130574	IR004220	ED130671
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EC091791	ED130480	HE008337	ED130576	IR004222	ED130673//
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EC091793	ED130482	HE008347	ED130578	IR004253	ED130675//
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EC091798	ED130487	HE008354	ED130583	IR004266	ED130680
EC091799	ED130488	HE008355	ED130584		
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EC092055	ED130491	HE008360	ED130587	JC760561	ED130683
		HE008362	ED130588	JC760563	ED130684
FL007725	ED130492//	HE008363	ED130589	JC760564	ED130685
FL007791	ED130493	HE008367	ED130590	JC760565	ED130686
FL007801	ED130494	HE008372	ED130591	JC760566	ED130687
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FL007930	ED130496			JC760568	ED130689
FL007931	ED130497	IR003799	ED130593//	JC760569	ED130690
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FL007933	ED130499	IR003895	ED130595//	JC760571	ED130692
FL007934	ED130500	IR003952	ED130596//	JC760572	ED130693
FL007936	ED130501	IR004070	ED130597//	JC760573	ED130694
FL007937	ED130502	IR004106	ED130598//	JC760575	ED130695
FL007938	ED130503	IR004127	ED130599	JC760576	ED130696
FL007939	ED130504	IR004128	ED130600	JC760577	ED130697
FL007940	ED130505	IR004129	ED130601	JC760578	ED130698
FL007941	ED130506	IR004130	ED130602	JC760579	ED130699
FL007942	ED130507	IR004131	ED130603	JC760580	ED130700
FL007944	ED130508	IR004132	ED130604	JC760581	ED130701
FL007945	ED130509	IR004133	ED130605	JC760582	ED130702
FL007946	ED130510	IR004134	ED130606	JC760583	ED130703
FL007947	ED130511	IR004135	ED130607	JC760584	ED130704
FL007978	ED130512	IR004136	ED130608	JC760585	ED130705
FL008056	ED130513	IR004137	ED130609	JC760586	ED130706
FL008058	ED130514	IR004138	ED130610	JC760587	ED130707
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FL008090	ED130519	IR004146	ED130615	JC760593	ED130712
FL008093	ED130520	IR004147	ED130616	JC760594	ED130713
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FL008097	ED130522	IR004149	ED130618	JC760596	ED130715
FL008100	ED130523	IR004150	ED130619	JC760597	ED130716
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FL008115	ED130526	IR004153	ED130622	JC760600	ED130719
FL008116	ED130527//	IR004154	ED130623	JC760601	ED130720
FL008117	ED130528	IR004155	ED130624	JC760602	ED130721
FL008123	ED130529	IR004156	ED130625	JC760603	ED130722
FL008124	ED130530	IR004157	ED130626	JC760604	ED130723
FL008125	ED130531	IR004158	ED130627	JC760605	ED130724
FL008140	ED130532	IR004159	ED130628	JC760606	ED130725
FL008142	ED130533	IR004161	ED130629	JC760607	ED130726

JC760608	ED130727	SE020264	ED130822	SO009463	ED130919//
JC760609	ED130728	SE020615	ED130823	SO009482	ED130920
JC760610	ED130729	SE020618	ED130824	SO009484	ED130921
JC760611	ED130730	SE020619	ED130825	SO009487	ED130922
JC760613	ED130731	SE020620	ED130826	SO009488	ED130923
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JC760615	ED130733	SE020622	ED130828	SO009490	ED130925
JC760616	ED130734	SE020623	ED130829	SO009491	ED130926
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JC760618	ED130736	SE020739	ED130831	SO009495	ED130928
JC760620	ED130737	SE020882	ED130832	SO009496	ED130929
JC760621	ED130738	SE021182	ED130833	SO009498	ED130930
JC760622	ED130739	SE021323	ED130834	SO009499	ED130931
JC760623	ED130740	SE021324	ED130835//	SO009506	ED130932
JC760624	ED130741	SE021325	ED130836	SO009507	ED130933
JC760625	ED130742	SE021326	ED130837//	SO009508	ED130934
JC760626	ED130743	SE021327	ED130838	SO009509	ED130935
JC760627	ED130744	SE021375	ED130839	SO009510	ED130936
JC760629	ED130745	SE021390	ED130840	SO009511	ED130937
JC760630	ED130746	SE021391	ED130841	SO009512	ED130938
JC760631	ED130747	SE021393	ED130842	SO009513	ED130939
PS008608	ED130748	SE021402	ED130843	SO009514	ED130940
PS008723	ED130749	SE021404	ED130844	SO009515	ED130941
PS008724	ED130750	SE021405	ED130845	SO009517	ED130942
PS008752	ED130751	SE021406	ED130846	SO009519	ED130943
PS008764	ED130752	SE021407	ED130847	SO009521	ED130944
PS008773	ED130753	SE021408	ED130848	SO009523	ED130945
PS008774	ED130754	SE021413	ED130849	SO009524	ED130946
PS008775	ED130755	SE021417	ED130850	SO009525	ED130947
PS008776	ED130756	SE021420	ED130851	SO009526	ED130948
PS008826	ED130757	SE021422	ED130852	SO009528	ED130949
PS008831	ED130758	SE021423	ED130853	SO009529	ED130950
PS008833	ED130759	SE021424	ED130854	SO009530	ED130951
PS008838	ED130760	SE021425	ED130855	SO009531	ED130952
PS008839	ED130761	SE021426	ED130856	SO009532	ED130953
PS008847	ED130762	SE021427	ED130857	SO009533	ED130954
PS008856	ED130763	SE021428	ED130858	SO009535	ED130955
PS008859	ED130764	SE021429	ED130859	SO009536	ED130956
PS008864	ED130765	SE021550	ED130860	SO009537	ED130957
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PS008866	ED130767	SE021552	ED130862//	SO009539	ED130959
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PS008868	ED130769	SE021555	ED130864	SO009541	ED130961
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PS008871	ED130771	SE021564	ED130866	SO009546	ED130963
PS008874	ED130772	SE021590	ED130867//	SO009551	ED130964
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PS008895	ED130774	SE021592	ED130869	SO009553	ED130966
PS008903	ED130775	SE021612	ED130870	SO009554	ED130967
PS008904	ED130776	SE021613	ED130871	SO009557	ED130968
PS008908	ED130777	SE021614	ED130872	SO009559	ED130969
PS008909	ED130778	SE021615	ED130873	SO009560	ED130970
PS008910	ED130779	SE021616	ED130874	SO009561	ED130971
PS008913	ED130780	SE021617	ED130875	SO009568	ED130972
PS008914	ED130781	SE021618	ED130876	SO009569	ED130973
PS008916	ED130782//	SE021619	ED130877	SO009576	ED130974
PS008917	ED130783	SE021620	ED130878	SO009577	ED130975
PS008923	ED130784	SE021621	ED130879	SO009578	ED130976
PS008926	ED130785	SE021622	ED130880	SO009579	ED130977
PS008927	ED130786	SE021623	ED130881	SO009580	ED130978
PS008929	ED130787	SE021624	ED130882	SO009582	ED130979
PS008930	ED130788	SE021625	ED130883	SO009583	ED130980
PS008931	ED130789	SE021626	ED130884	SO009584	ED130981
PS008932	ED130790	SE021627	ED130885	SO009585	ED130982
PS008934	ED130791	SE021628	ED130886	SO009586	ED130983
PS008935	ED130792	SE021629	ED130887	SO009587	ED130984
PS008936	ED130793	SE021630	ED130888	SO009588	ED130985
PS008937	ED130794	SE021631	ED130889	SO009599	ED130986
PS008938	ED130795	SE021632	ED130890	SO009600	ED130987
PS008939	ED130796	SE021633	ED130891	SO009663	ED130988
PS008940	ED130797	SE021634	ED130892	SO009664	ED130989
PS008941	ED130798	SE021635	ED130893	SO009672	ED130990
PS008942	ED130799//	SE021636	ED130894		
PS008954	ED130800	SE021637	ED130895	SP010182	ED130991
PS008956	ED130801	SE021638	ED130896	SP010317	ED130992//
PS008957	ED130802	SE021639	ED130897	SP010540	ED130993
RC009376	ED130803	SE021640	ED130898	SP010552	ED130994//
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NEW THESAURUS TERMS

The following terms have been added to the ERIC System since the publication of the sixth edition of the *Thesaurus of ERIC Descriptors* (Fall 1975):

DESCRIPTORS

ADVENTITIOUSLY HANDICAPPED

Sep 1975
SN Handicapped as a result of illness or injury during the developmental or adult periods.

AFFIRMATIVE ACTION

Nov 1975
SN Positive action taken to overcome underrepresentation of women and minority groups in employment (including career advancement programs) and in the makeup of post-secondary student bodies, as compared to the composition of the area population.

ALASKA NATIVES

Mar 1976
SN Peoples indigenous to Alaska (Alaska's American Indians, Aleuts, and Eskimos).

Animal Life

USE ZOOLOGY

ATHAPASCAN LANGUAGES

Sep 1975
UF Athapascan Languages

ATTRIBUTION THEORY

Oct 1976
SN Theory focusing on specific behavior as caused by the subject's attributions to the perceived causes of such behavior.
UF Causal Attributions

AUTEURISM

May 1976
SN The consideration of films as embodiments of the personalities of film directors.

Bicultural Training

USE CROSS CULTURAL TRAINING

Birth Defects

USE ANOMALIES

BUILDING SYSTEMS

Dec 1976
(Replaces old term COMPONENT BUILDING SYSTEMS.)
SN Assemblies of building subsystems and components (structural and mechanical), with instructions for putting them together; normally these components are mass-produced and used for specific generic projects in building construction.

CAREER EXPLORATION

Sep 1975
SN Investigating occupational interest areas often through real or simulated job

experience—frequently refers to the second phase of career education appropriate for grades 6 through 10.

CHILDRENS TELEVISION

Dec 1976
SN Television programing designed for or aimed at children's interests.

Cinema

USE FILMS

COGNITIVE STYLE

Oct 1976
SN Information processing habits which represent the learner's typical modes of perceiving, thinking, remembering, and problem solving.
UF Learning Style

COHORT ANALYSIS

Dec 1976
SN Group by Group analytic treatment of individuals having a statistical factor in common to each group—group members share a particular characteristic (e.g., born, married, etc. within a given year) or a common experience (e.g., entering a particular training phase at a given time).

COLLEGE GOVERNING COUNCILS

Dec 1976
SN Organizations of representatives of faculty, and sometimes administrators and students, that consider administrative, academic, or operational policies of the institution.
UF Academic Senates Faculty Councils Faculty Senates University Councils University Senates

COMMUNICATIVE COMPETENCE (LANGUAGES)

Jul 1976
SN The ability to converse or correspond with a native speaker of the target language in a real-life situation, with emphasis on communication of ideas rather than on correctness of language form.

Competencies

USE SKILLS

CONGENITALLY HANDICAPPED

Sep 1975
SN Handicapped at birth.

CONSUMER PROTECTION

Dec 1975
SN Methods or processes intended to prevent the sale of unsafe or deceptively presented goods or services, or to assist the consumer to make informed decisions regarding purchase of goods or services.

CONTINUING EDUCATION UNITS

Feb 1976
SN Uniform units of measurement reflecting participation (one unit equals ten contact hours) in organized continuing (noncredit) education programs under responsible sponsorship, capable direction, and qualified instruction—designed to provide a national standard for recognition of adult participation in post-degree and non-degree education programs.
UF CEU

Continuing Professional Education

USE PROFESSIONAL CONTINUING EDUCATION

DECLINING ENROLLMENT

Dec 1976
SN Diminishing numbers of students in educational institutions.

DELAY OF GRATIFICATION

Oct 1976
SN The self-imposed delay of reinforcement or voluntary deferment of reward.

DEVELOPMENTAL STAGES

Oct 1976
SN Natural or common divisions of the human developmental process, characterized by types of behavior (as in the oral stage), by biological properties or manifestations (as in the embryonic stage), or by mental processes (as in Piaget's "Concrete Operations" stage).
UF Stages of Development Stage Theory

DISCOGRAPHIES

Feb 1976
SN Organized lists of phonograph records.
UF Phonograph Record Lists

DIVORCE

Feb 1976
SN The legal dissolution of a marriage.

DOCTOR OF ARTS DEGREES

Mar 1976
SN Degrees emphasizing broad subject-matter competence and teaching skills and designed for students entering careers as college teachers.

DOMINICANS

Sep 1975
SN Citizens of, or those who identify themselves as bearers of the culture of, the Dominican Republic.

EDUCATIONAL GERONTOLOGY

Jul 1976
SN Study and practice of educational endeavors for and about the aged and aging, and preparation of persons to work with these groups.

ENLISTED PERSONNEL May 1976
(Replaces old term ENLISTED MEN.)

Enlisted Women
USE ENLISTED PERSONNEL

Equity (Impartiality)
USE JUSTICE

ESKIMO ALEUT LANGUAGES Sep 1975
UF Aleut

Exemplary Programs
USE DEMONSTRATION PROGRAMS

Exemplary Projects
USE DEMONSTRATION PROJECTS

EXPERIMENTER CHARACTERISTICS May 1976
SN Distinguishing traits or qualities of an experimenter which may influence experimental results.

Faculty Advancement
USE FACULTY PROMOTION

Faculty Load
USE FACULTY WORKLOAD

FACULTY WORKLOAD Oct 1976
SN The sum of all activities which take the time of the teacher or other faculty member and which are related either directly or indirectly to professional duties, responsibilities, and interests (Note: Prior to Oct 1976, the instruction "Faculty Load, use Teaching Load" was carried in the Thesaurus).

FIELD HOCKEY Dec 1975

FILM CRITICISM May 1976
SN Act and art of analyzing and judging the quality of films.

FILMOGRAPHIES May 1976
SN Lists of films, sometimes including other media and/or commentary.
UF Film Lists

Folklore
USE FOLK CULTURE

FOOTBALL Dec 1975

GERONTOLOGY Jul 1976
SN Scientific study of aging and problems of the aged.

GRADUATE MEDICAL EDUCATION Jul 1976
SN Medical education beyond the undergraduate medical school and the

attainment of the professional degree, leading to eligibility for certification in a specialty.

UF Internships (Medical)
Residency Programs (Medical)

GRADUATE MEDICAL STUDENTS Jul 1976
SN Graduates of medical schools with professional degrees preparing for certification as specialists.

UF Fellows (Medical)
Interns (Medical)
Physicians in Training
Residents (Medical)

HAWAIIANS Mar 1976
SN Asian Americans of Polynesian or part-Polynesian ancestry indigenous to the Hawaiian Islands.

HEAT RECOVERY Oct 1976
SN Transfer of excess heat generated by people, lighting, equipment, and other sources into either heating or cooling systems as required.

HYPERTENSION Nov 1975
UF High Blood Pressure

ILLEGAL IMMIGRANTS Mar 1976
SN Aliens who are illegally resident in a foreign country, having overstayed their authorized period of stay or having entered that country by unlawful or unauthorized means.
UF Alien Illegality
Illegal Aliens
Immigrant Illegality

INCOME CONTINGENT LOANS Jul 1976
SN Loans for which repayment is based on a percentage of future annual income.
UF Deferred Tuition
Tuition Postponement

INDOCHINESE Mar 1976
UF Cambodian Americans
Laotian Americans
Vietnamese Americans

Information Processes (Psychological)
USE COGNITIVE PROCESSES

INSTITUTIONALIZED PERSONS May 1976
(Replaces old term INSTITUTIONALIZED PERSONS.)

INSTRUCTIONAL STUDENT COSTS Dec 1975
SN Costs incurred by students for formal instruction—includes tuition, laboratory fees, and other fees paid by students specifically for instructional purposes.

INTERNATIONAL EDUCATIONAL EXCHANGE Jul 1976
SN Exchange among nations of instructional materials, techniques, students, teachers, and technicians for purposes of sharing knowledge and furthering international understanding.

INTERNATIONAL RELATIONS Jul 1976
(Replaces old term FOREIGN RELATIONS.)
SN Relations among political units of national rank—also, a field of study (often considered as a branch of political science) dealing primarily with foreign policies, the organization and function of governmental agencies concerned with foreign policy, and the factors (as geography and economics) underlying foreign policy.

INTERNATIONAL STUDIES Jul 1976
SN Multidisciplinary field of inquiry concerned with analyzing social phenomena that occur within, between, and transcending nationally organized politics—commonly identified subfields are "international politics," "foreign policy," "international law," "international organization," "international economics," and "comparative area studies."

JOB ENRICHMENT Feb 1976
SN Reshaping of work and work flow to produce more meaningful job content.
UF Work Enrichment

JOB SEARCH METHODS Dec 1976
SN Procedures preceding job application whereby employment opportunities are determined.

LABELING (OF PERSONS) Sep 1975
SN Designating a special, complex attribute (handicap, disadvantage, etc.) of an individual or group by a simplistic word or phrase (label), which may intentionally or inadvertently connote status and, perhaps, stigma.

LANGUAGE ATTITUDES Mar 1976
SN Reactions, beliefs, or values about language and language use.

LANGUAGE OF INSTRUCTION Mar 1976
SN Language in which curriculum subjects are presented.
UF Instructional Language
Medium of Instruction (Language)
Teaching Language

LEARNING MODULES Oct 1976
SN Packets of teaching materials, each consisting of behavioral objectives, a rationale for the behavior, a sequence of

- learning activities, and provisions for evaluation, with provisions for remediation generally included.
- UF Learning Kits
Learning Packages
Modular Learning
- LEGAL ASSISTANTS** Dec 1976
SN Trained paraprofessionals who, under a lawyer's supervision or on legal authorization, perform certain legal activities traditionally carried out only by lawyers.
- UF Paralegals
- LIBRARY ADMINISTRATION** Sep 1975
UF Library Management
- LIFE CYCLE COSTING** Oct 1976
SN Calculation of initial facility or equipment costs, plus operation and maintenance expenses (including energy and replacement costs) for life expectancy of the facility or equipment.
- UF Life Costs (Facilities and Equipment)
- LIFETIME SPORTS** Dec 1975
SN Sports where participation can be carried on throughout one's lifetime—generally includes (but is not necessarily limited to) a variety of individual and dual sports for which facilities are widely available, and body contact is limited or unnecessary.
- LINGUISTIC BORROWING** Oct 1976
SN Process whereby one language absorbs words and expressions, and possibly sounds and grammatical forms, from another language and adapts them to its own use.
- UF Loan Words
Phonological Borrowing
Syntactic Borrowing
Word Borrowing
- Mainstreaming
USE REGULAR CLASS PLACEMENT
- MASTERY LEARNING** Dec 1976
SN Strategy characterized by: the definition of learning objectives and expected achievement level; a design that permits as many students as possible to achieve objectives to specified level; and the assignment of grades based on achievement of objectives at specified level.
- MASTERY TESTS** Dec 1976
SN Tests used to place individuals into two distinct groups: those who have clearly reached a predetermined standard of competency and those who have not.
- MEDICAL CARE EVALUATION** Dec 1976
SN Measurement of the quality of health care.
- UF Health Care Evaluation Medical Audit
Patient Care Evaluation
- Multicultural Training**
USE CROSS CULTURAL TRAINING
- Multiethnic Training**
USE CROSS CULTURAL TRAINING
- NEEDS ASSESSMENT** Feb 1976
SN Evaluative process of determining needs and deciding on priorities among them.
- Nonbook Materials**
USE AUDIOVISUAL AIDS
- NONINSTRUCTIONAL STUDENT COSTS** Dec 1975
SN Costs met by students that are not instructional costs (tuition, etc.) but are necessary in the pursuit of an education—includes room and board, transportation expenses, book costs, personal expenses, forgone income, etc.
- Nonprint Materials**
USE AUDIOVISUAL AIDS
- Nonprint Media**
USE AUDIOVISUAL AIDS
- ORAL HISTORY** Feb 1976
SN History via recordings and transcripts of speech.
- ORNAMENTAL HORTICULTURE OCCUPATIONS** May 1976
(Replaces old term ORNAMENTAL HORTICULTURE OCCUPATION.)
- PARAPROFESSIONAL PERSONNEL** Feb 1976
SN Persons engaged to work with professionals in secondary or supplementary capacities.
- PEER EVALUATION** Dec 1976
SN Evaluation by one's peers.
UF Peer Review
- PERINATAL INFLUENCES** Sep 1975
SN Factors occurring at the time of birth and affecting the physical or mental development of an individual.
- PHARMACY** Dec 1976
SN The art or practice of preparing, preserving, compounding, and dispensing drugs.
- Plant Life
USE BOTANY
- Plays (Theatrical)
USE DRAMA
- Population Movements**
USE MIGRATION
- Population Shifts**
USE MIGRATION
- PORTUGUESE AMERICANS** Mar 1976
- PRETEND PLAY** May 1976
SN A form of play behavior characterized by activities involving familiar and well-practiced behaviors detached from their customary context.
- UF Fantasy Play
Make Believe Play
- PROSOCIAL BEHAVIOR** May 1976
SN Socially valued or positive social actions which are generally supportive of others within the existing social system.
- Prosodic Features (Speech)**
USE SUPRASEGMENTALS
- Prosody (Literary)**
USE VERSIFICATION
- RAPE** Sep 1975
UF Statutory Rape
- Readings (Collections)**
USE ANTHOLOGIES
- Resegregated Schools**
USE SCHOOL SEGREGATION
- REVERSE DISCRIMINATION** Dec 1976
SN Preferential treatment of groups of people who had previously been discriminated against, to the exclusion of other groups.
- RURAL TO URBAN MIGRATION** Oct 1976
(Replaces old term URBAN IMMIGRATION.)
- SN Population movement from rural areas to urban areas for purpose of relocation.
- SAMOAN AMERICANS** Mar 1976
SN Asian Americans of Polynesian or part-Polynesian ancestry indigenous to the Samoan Islands.
- UF American Samoans
- School Employees**
USE SCHOOL PERSONNEL
- School Resegregation**
USE SCHOOL SEGREGATION
- Schools Within a School Plan**
USE HOUSE PLAN
- SOCCER** Dec 1975

SOCIAL INDICATORS		Oct 1976	STUDENT RECRUITMENT		Feb 1976	URBAN TO SUBURBAN MIGRATION		Oct 1976
SN	Output-oriented measures of individuals and groups that reflect quality of life.		SN	Activity designed to encourage students or potential students to enroll in a particular program, course, or class, or at a particular institution.		SN	Population movement from urban areas to suburban areas for purpose of relocation	
Social Science Methodology			SYSTEMS BUILDING		Dec 1976	VOLLEYBALL		Dec 1975
USE	RESEARCH METHODOLOGY (and) SOCIAL SCIENCE RESEARCH		SN	Application of the systems approach to construction, normally resulting in the organization of programing, planning, design, financing, manufacturing, construction, and evaluation of buildings under single or highly coordinated management into an efficient total process.		SN	The Celtic language of Wales.	Sep 1975
SOCIAL SCIENCE RESEARCH		Sep 1975	TRACK AND FIELD		Dec 1975	WIDOWED		Nov 1975
SN	Basic, applied, and developmental research conducted to advance knowledge in the social sciences.		URBAN TO RURAL MIGRATION		Oct 1976	SN	Widows and widowers.	
SOFTBALL		Dec 1975	WORK SAMPLE TESTS		Dec 1976	SN	Use of job tasks, either real or simulated, to ascertain the possession of needed skills for specific jobs and as diagnostic tools in the evaluation of vocational rehabilitation clients.	
STRESS (PHONOLOGY)		Mar 1976	SN	Population movement from urban areas to rural areas for purpose of relocation.		UF	Job Samples Job Sample Tests Work Samples	
STUDENT EVALUATION OF TEACHER PERFORMANCE		May 1976						
SN	Student involvement in judging, rating, or assessing the quality of teacher performance or competence.							
STUDENT FINANCIAL AID		Mar 1976						
UF	Student Aid							

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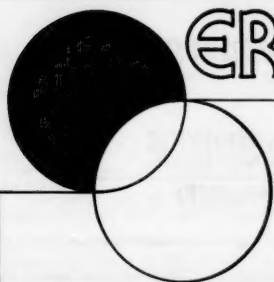
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